

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School: Lakeview Middle**

**District: Greenville County**

**Principal: Dr. Tracy Hall**

**Superintendent: Dr. Phinnize J. Fisher**

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

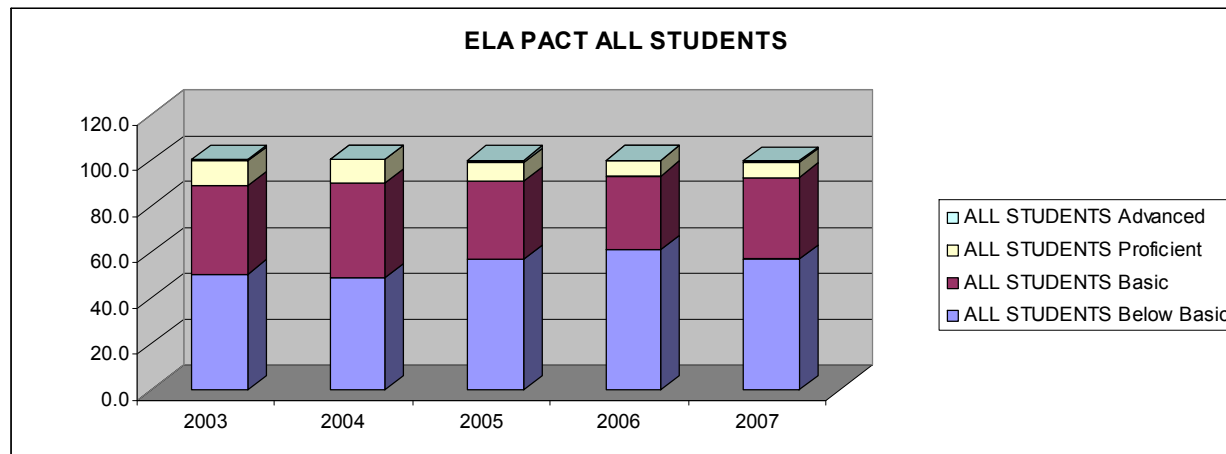
- **Summary of demographic information from 2007 School Report Card**

Lakeview Middle School is located in the Northwest area of Greenville County. The school experienced a drop in enrollment of between 15-20% between the 2005-2006 and the 2006-2007 school year, primarily due to the school being relocated in an abandoned school building several miles outside of our attendance zone. As of March 2008, the student population at Lakeview is 475 students with an ethnicity consisting of 35% Caucasian, 38% African-American, 23% Hispanic, and 4% other ethnic groups. About 63% of the content area teachers at Lakeview Middle have less than five years experience in teaching. The 2008 Title I audit indicates that 92% of the students at Lakeview Middle School are identified as receiving free or reduced lunch and the school poverty index is at 96.6. According to the 2007 School Report Card, Lakeview Middle School's Absolute Rating and Improvement Rating were Unsatisfactory. Lakeview Middle School failed to meet nine of the twenty-nine objectives identified for Adequate Yearly Progress (AYP).

- **Three years of data in chart format with brief explanation of data**

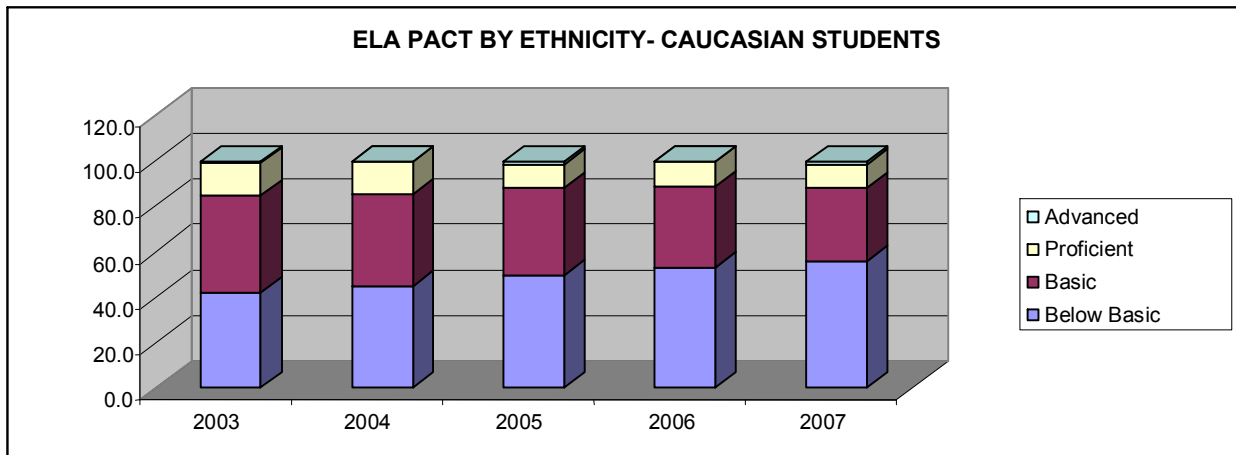
The South Carolina Palmetto Achievement Challenge Test (PACT) provides measures in four areas: English/Language Arts, Mathematics, Science, and Social Studies. Charts and graphs in each subject area with explanations follow.

## English/Language Arts PACT – All Students



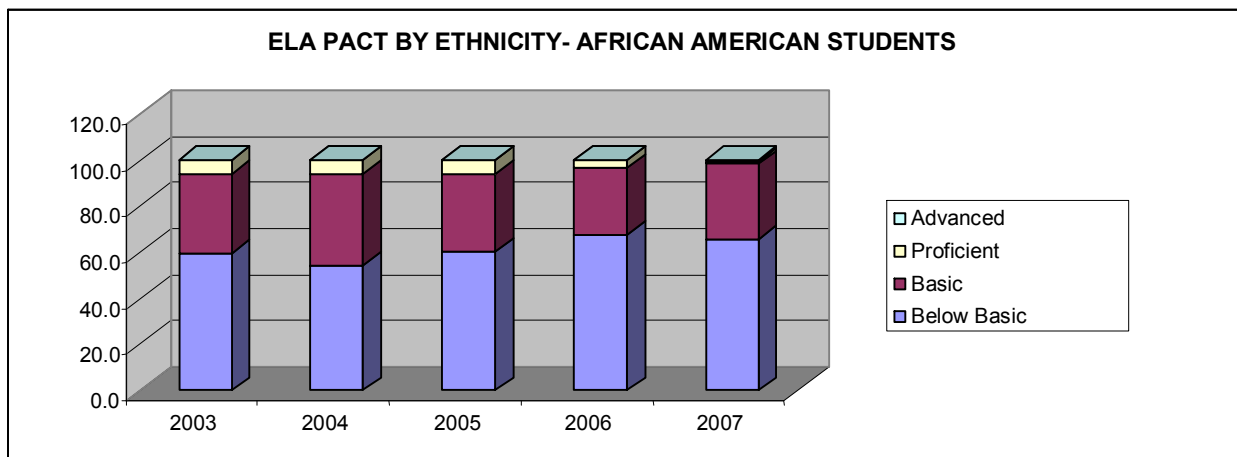
	<b>ALL STUDENTS</b>			
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	50.5	38.4	10.5	0.7
2004	49.0	40.9	10.2	0.0
2005	56.7	34.3	8.1	0.9
2006	61.1	32.1	6.8	0.0
2007	57.2	35.3	6.5	0.9

The trend in the data ranging from 2004-2006 shows an increase in the percentage of below basic students at LMS; however, there was a decrease in the percentage of below basic students observed in 2007. Charts and graphs below break down the ELA PACT data by grade levels, as well as ethnicity.



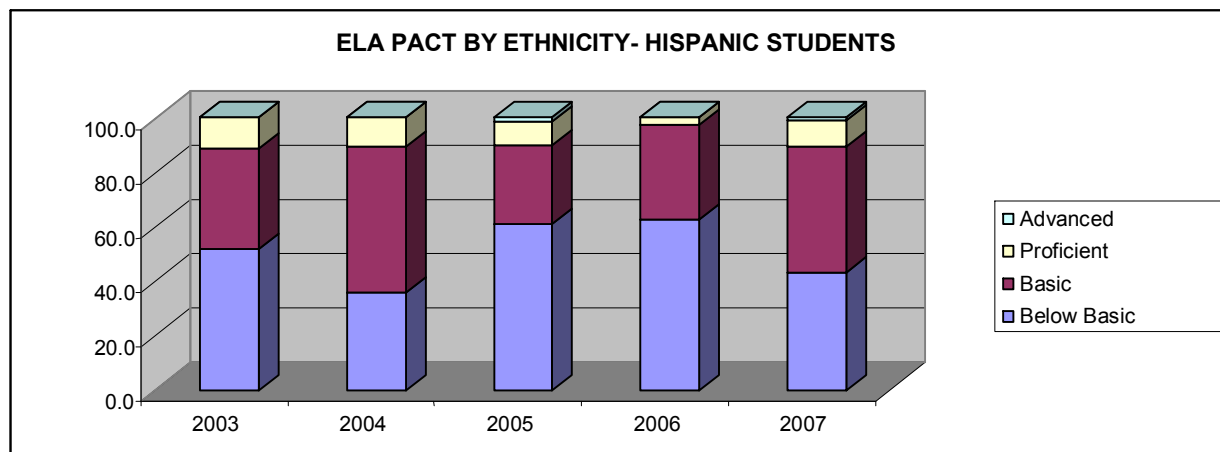
**CAUCASIAN**

	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	42.2	42.2	14.6	1.0
2004	45.0	40.6	14.4	0.0
2005	50.0	38.4	9.8	1.8
2006	53.3	35.7	11.1	0.0
2007	56.1	31.8	10.8	1.3



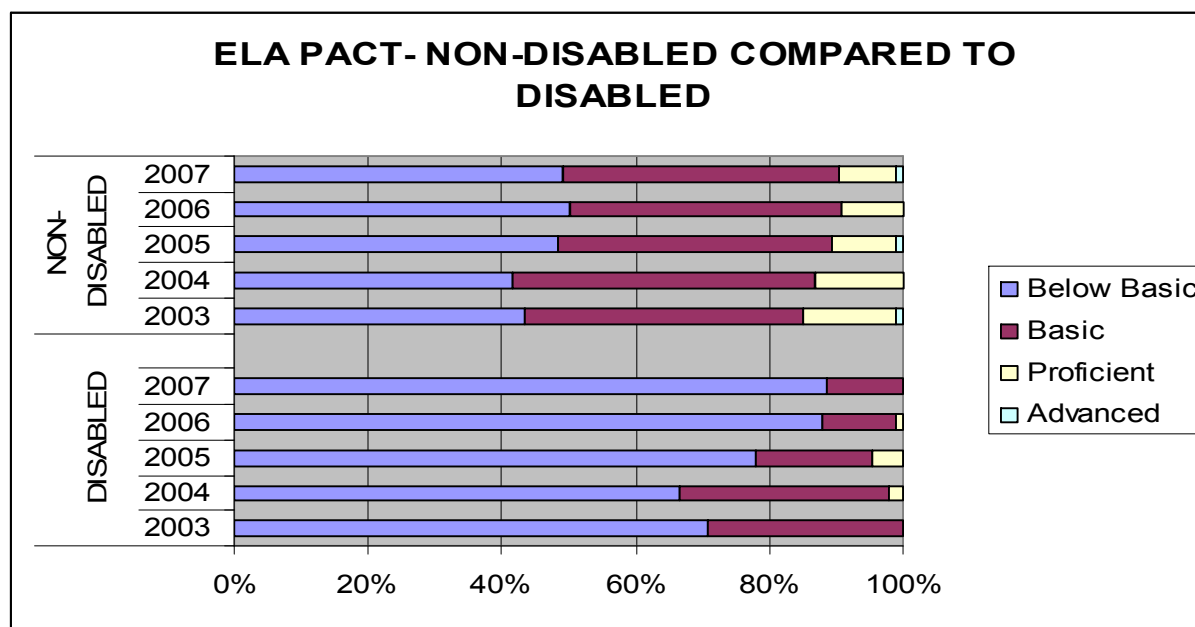
<b>AFRICAN-AMERICAN</b>				
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	59.5	34.4	6.2	0.0
2004	54.1	40.0	5.9	0.0
2005	60.6	33.2	6.3	0.0
2006	67.5	29.0	3.5	0.0
2007	65.6	32.8	1.1	0.6

Over the past five years, two African-American students have scored Advanced in ELA. The examination of composite data by ethnicity indicates that the percentage of African-American students scoring Below Basic was approximately the same from 2006 to 2007; however, there was an increase in the percentage of Caucasian students scoring Below Basic.



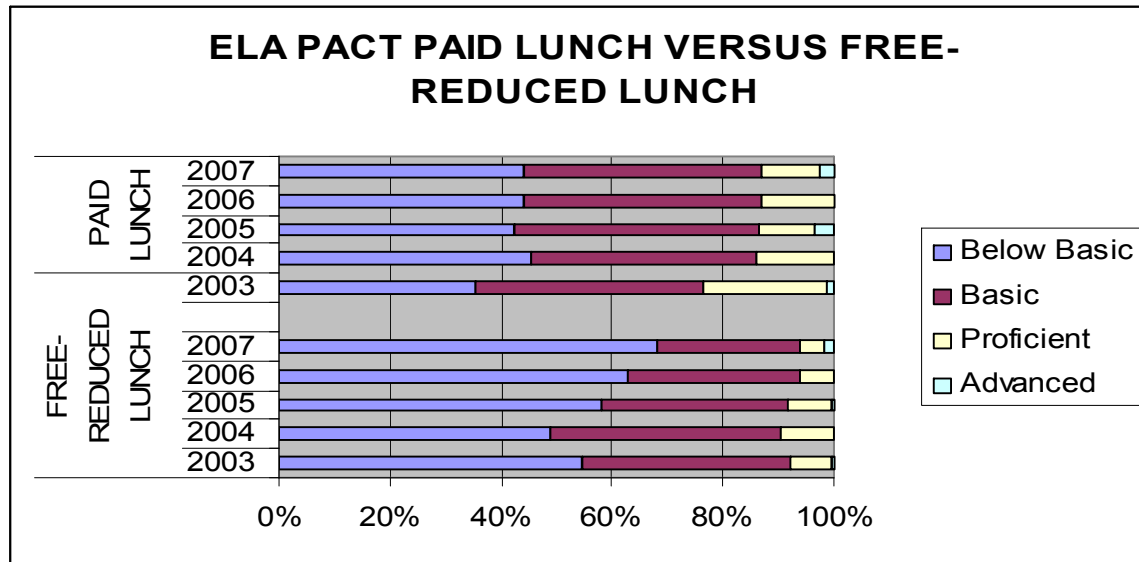
	<b>HISPANIC</b>			
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	51.9	37.0	11.1	0.0
2004	35.7	53.6	10.7	0.0
2005	61.0	28.8	8.5	1.7
2006	62.5	34.7	2.8	0.0
2007	43.0	46.5	9.3	1.2

Interestingly, the percentage of Hispanic students in all three grade levels scoring Below Basic on ELA PACT decreased from 62.5 percent in 2006 to 43 percent in 2007 and remained at that level. The percentage of Hispanic students scoring Proficient or Advanced has increased. A significant percentage of students in this population are members of the Limited English Proficient (LEP) classification. In 2004, there were only six LEP students at Lakeview, whereas in 2005, there were 66. Currently, there are 105 students of Hispanic descent. A large percentage of students at Lakeview who are English speaking use the language of their communities and cultures, which does not necessarily reflect Standard English. Note: 2005 was the first year that Hispanic students counted as a subgroup on the School Report Card and AYP.



		<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
DISABLED	2003	70.9	29.1	0.0	0.0
	2004	66.7	31.3	2.0	0.0
	2005	78.0	17.4	4.6	0.0
	2006	88.0	11.2	.9	0.0
	2007	88.7	11.3	0.0	0.0
NON-DISABLED	2003	43.4	41.6	14.1	0.9
	2004	41.6	45.2	13.3	0.0
	2005	48.5	40.9	9.5	1.2
	2006	50.3	40.6	9.1	0.0
	2007	49.2	41.2	8.5	1.1

An achievement gap between disabled and non-disabled students on ELA PACT has existed over the past five years from 2003-2007. The percentage of disabled and non-disabled students scoring at or above the Basic level stayed statistically similar from the 2005-2006 school year and the 2006-2007 school year; therefore, the achievement gap between the two subgroups also stayed statistically the same.

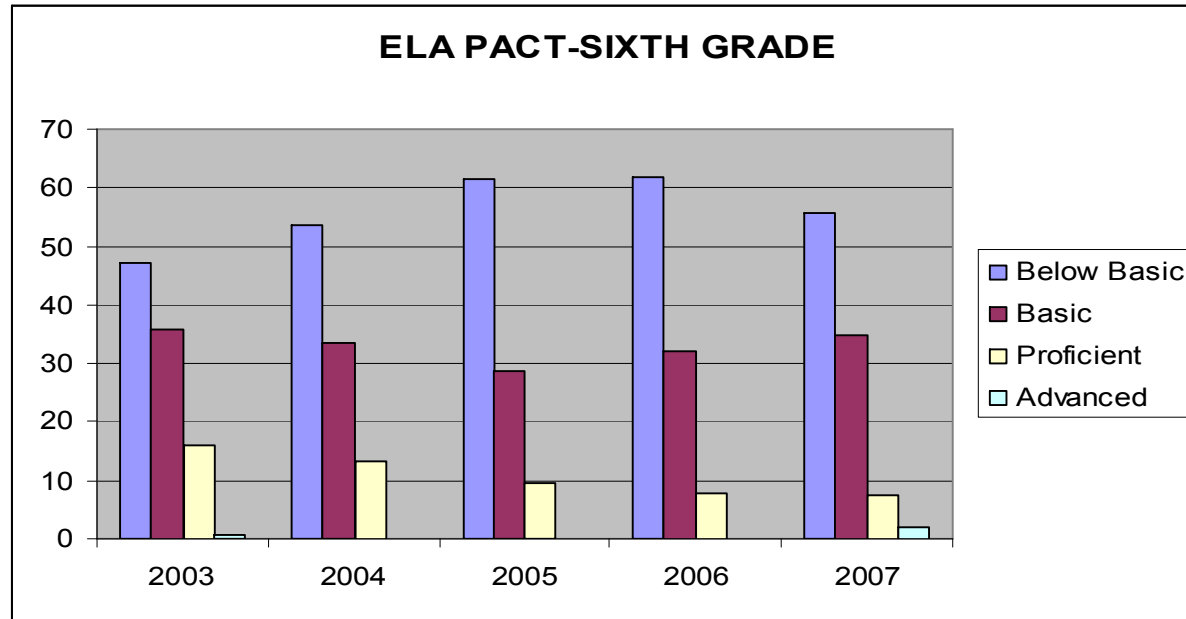


		Below Basic	Basic	Proficient	Advanced
FREE-REDUCED LUNCH	2003	54.6	37.7	7.1	0.6
	2004	48.7	41.7	9.6	0.0
	2005	57.9	33.6	7.9	0.5
	2006	63.0	31.1	5.9	0.0
	2007	68.1	25.9	4.2	1.9
PAID LUNCH	2003	35.5	40.9	22.6	1.1
	2004	45.3	40.6	14.1	0.0
	2005	42.4	44.1	10.2	3.4
	2006	44.3	42.9	12.9	0.0
	2007	44.0	43.1	10.2	2.7

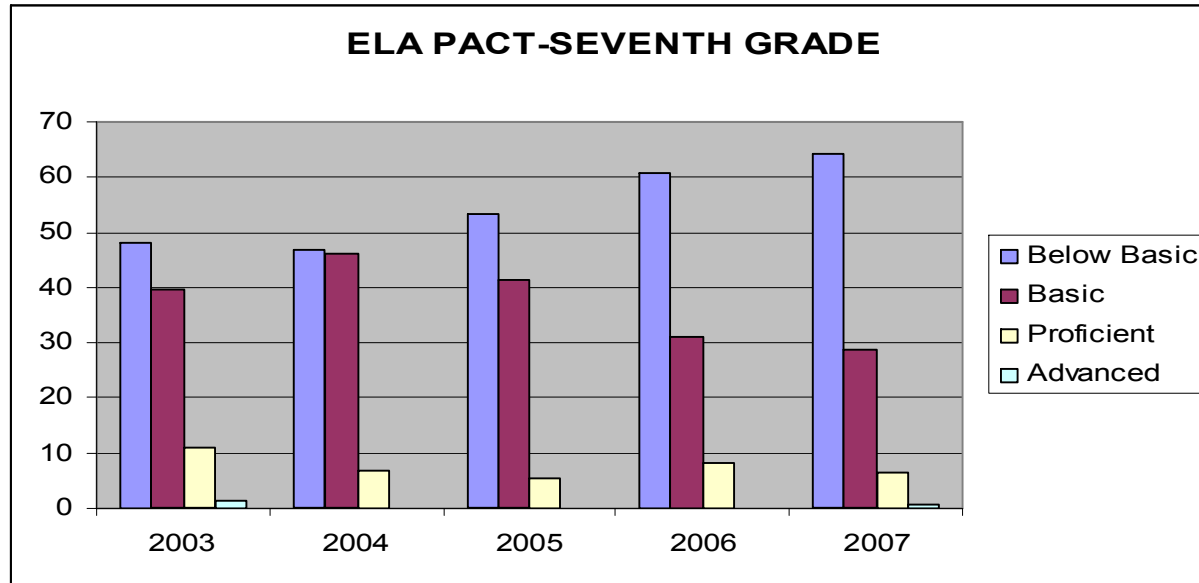


An achievement gap based on lunch status has also been apparent over the past five years. In 2006, the gap between the percentage of students scoring Below Basic in the two subgroups was 18.7 percent. In 2007, the gap increased to 24.1 percent. The scores from 2006 indicated that no student scored Advanced on the ELA PACT test. In 2007, there were 1.9 percent of free-reduced lunch students and 2.7 percent of full pay lunch students scoring at the Advanced level.

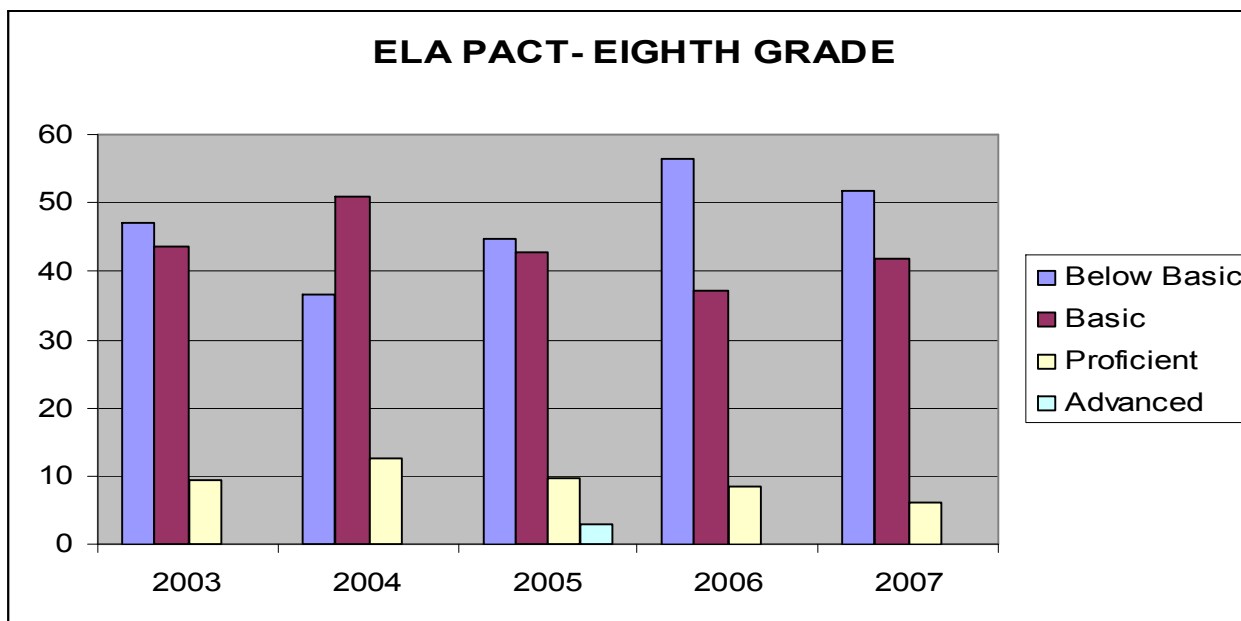
### English Language Arts PACT by Grade Level



	<b>6th GRADE</b>			
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	47.2	36.0	16.0	0.8
2004	53.5	33.3	13.2	0.0
2005	61.5	28.8	9.6	0.0
2006	61.7	32.2	8.0	0.0
2007	55.6	34.7	7.6	2.1



	<b>7th GRADE</b>			
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	48.3	39.5	10.9	1.4
2004	46.9	46.2	6.9	0.0
2005	53.1	41.4	5.5	0.0
2006	60.8	31.0	8.2	0.0
2007	64.1	28.7	6.6	0.6



<b>8th GRADE</b>				
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	47.0	43.6	9.4	0.0
2004	36.7	50.8	12.5	0.0
2005	44.8	42.7	9.8	2.8
2006	56.5	37.1	8.5	0.0
2007	51.9	42.0	6.2	0.0

In 2007, grade six students at LMS made statistically significant gains on the ELA PACT test from the previous year. There was a decrease of over six percent of students scoring Below Basic while the percentage of students scoring Proficient or higher increased by almost two percent. There was also exceptional cohort growth between the grade seven students in 2006 and their subsequent scores in 2007 as grade eight students. The percentage of students scoring Below Basic on the ELA PACT test decreased by almost nine percent.

On the *Making Middle Grades Work (MMGW)* Assessment survey of 2005, only 20 percent of the grade eight students indicated there was a significant emphasis on literacy in their school. Only 20 percent of the students met the performance goal of 160 in Reading. Sixty-one percent of the students taking the assessment were male, 49 percent were Caucasian, and 32 percent were African American. Sixty-four percent of the students taking the assessment were in an Advanced ELA class. Approximately one-third of the students responding on the student survey indicated little emphasis on effective literacy strategies.

In 2007, 81.3 percent of the students in English I classes passed the End-of-Course test. According to the state Report Card, only 74.7 percent of students in English I in middle schools like ours passed this exam.

There was a correlation between the amount of education students thought they would complete and their scores on the Reading portion of the *MMGW* assessment.

<b>Plans for After High School</b>	<b><i>MMGW</i> Assessment Score</b>
Graduate from high school or obtain a GED	118
Two or more years of college	145
Finish college (4 or 5-year degree)	150

Interpretive Comprehension and Literal Comprehension are the two major weaknesses in ELA based on MAP data and the *MMGW* Assessment.

The Data and Assessment Team believes that there currently is a greater emphasis on literacy in the school. The Accelerated Reader Program resulted in students earning over 17,000 points by December 2003 to meet a challenge issued by the administration. Student incentives were awarded to individuals who met various challenges, and classes worked to achieve class goals as well. Although a literacy plan was developed in 2004-2005, it was developed late in the year solely by the literacy coach, was not shared with the staff, and was not implemented. Training was provided both years on literacy strategies, but there was

little follow-up with classroom implementation. With the arrival of Dr. Tracy Hall in the fall of 2006, a renewed emphasis has been placed on literacy but there is much work to be done to match the 2003 Accelerated Reader results.

Based on ELA PACT data from the past four to five years and the 2005 *MMGW* Assessment and Survey data, Lakeview Middle School's ELA needs include:

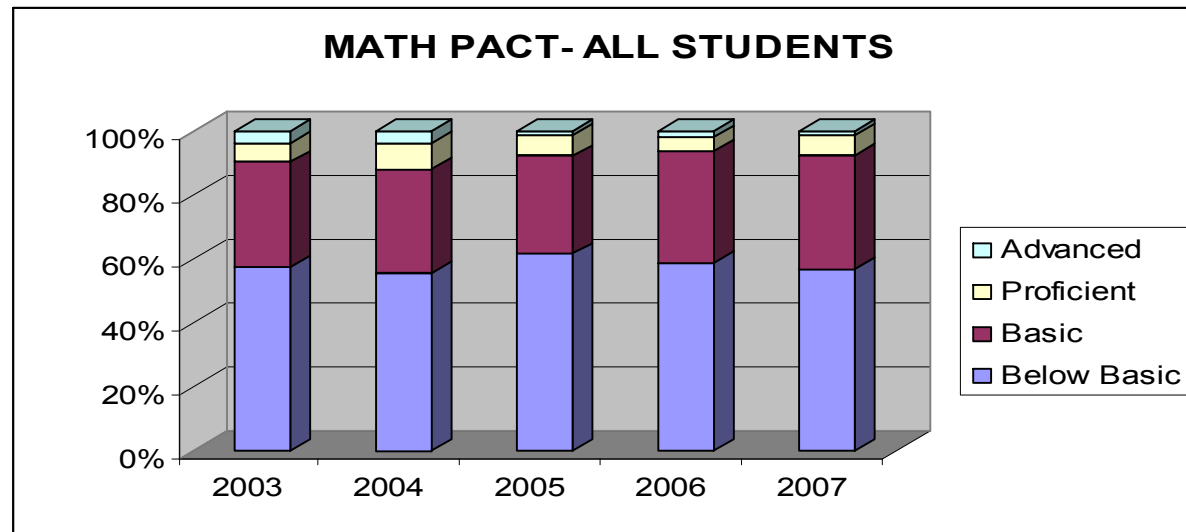
Increase literacy skills for all students at Lakeview through the implementation of a comprehensive literacy plan that focuses on the five literacy goals defined by *MMGW*– During the 2005-2006 school year, the school developed a comprehensive literacy plan based on the five literacy goals. Although these goals and their recommended actions are not new, the formalized process of developing a literacy plan provided the mechanism for discussion about what constituted a comprehensive approach to literacy. Intervention and Assistance funds will be used to provide supplemental materials and supplies to support the plan in English Language Arts, including but not limited to PACT workbooks, English/Spanish dictionaries and thesauruses, testing materials, and classroom libraries that include standard-based high interest reading materials including leveled readers. Title I funds will also provide instructional materials to assist with the teaching of reading and writing, equipment and technology to implement authentic practice in ELA instruction, projectors, student laptop computers for technology integration, and Smart Boards. Because professional development is critical in helping teachers understand how to use a variety of tools to support literacy, some of the funds will be used to provide training and support for teachers. The funds will also be used for student tutorials. Measures of Academic Progress (MAP) tests will be used to assess student achievement and benchmark progress

Improve teaching and learning of South Carolina English Language Arts standards – Technical Assistance (Intervention and Assistance Funds) will be used to assist the principal, technical assistance team, and the school staff in improving teaching and learning of ELA state standards. The Curriculum Specialist will provide assistance and support for curriculum planning and alignment, curriculum instruction, student performance, and professional and staff development for ELA as well as math, science, and social studies.

Assist classroom teachers in increasing student achievement in English Language Arts for all students – Technical Assistance (Intervention and Assistance Funds) will be used to provide Lakeview Middle School with an ELA Teacher Specialist. The ELA Teacher Specialist will provide support and guidance to the English Department, including mentoring new teachers and assisting

them in acquiring necessary skills to be effective in the classroom. Lakeview has a history of high teacher turnover and approximately 50 percent of students in sixth, seventh, and eighth grades scoring Below Basic on ELA PACT.

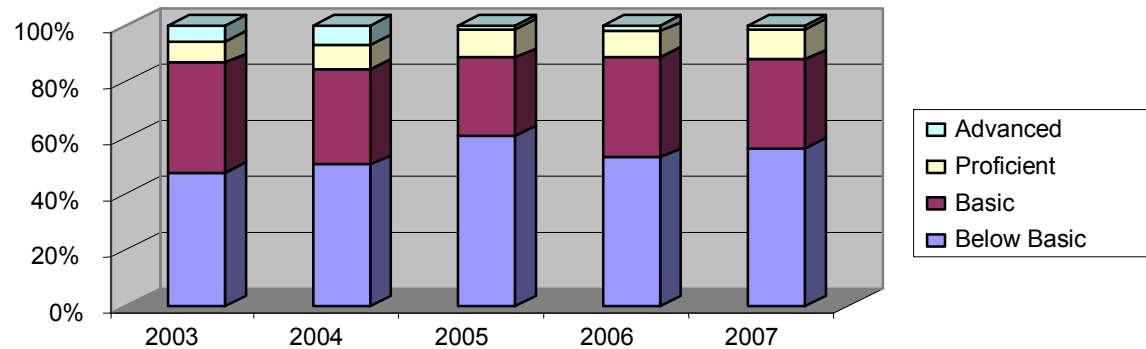
## Mathematics PACT – All Students



	ALL STUDENTS			
	Below Basic	Basic	Proficient	Advanced
2003	57.5	32.9	6.2	3.4
2004	55.8	32.2	8.6	3.4
2005	61.6	30.7	6.6	1.1
2006	59.0	34.7	4.8	1.5
2007	57.0	35.5	6.5	0.9

The percentage of all students scoring Below Basic on Math PACT decreased from 59.0 percent in 2006 to 57.0 in 2007 while the percent of students scoring Proficient or Advanced increased from 6.3 percent in 2006 to 7.4 percent in 2007.

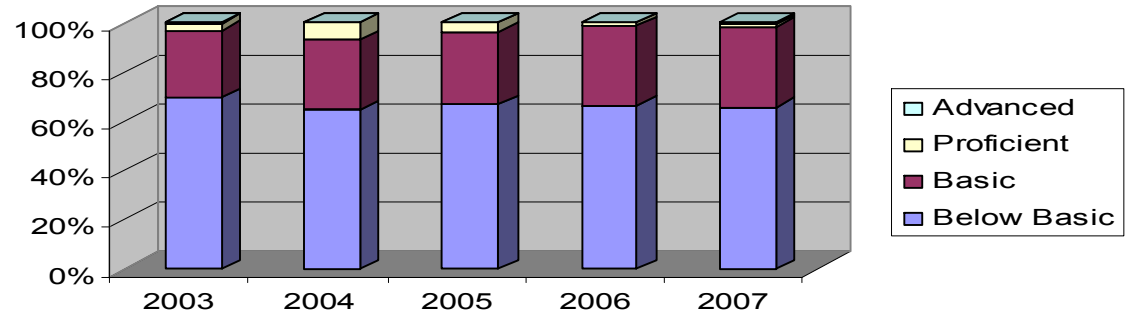
**MATH PACT BY ETHNICITY- CAUCASIAN STUDENTS**



**CAUCASIAN**

	Below Basic	Basic	Proficient	Advanced
2003	47.5	39.1	7.9	5.4
2004	50.3	34.4	8.6	6.7
2005	60.6	27.9	10.3	1.2
2006	52.8	36.2	9.0	2.0
2007	56.1	31.8	10.8	1.3

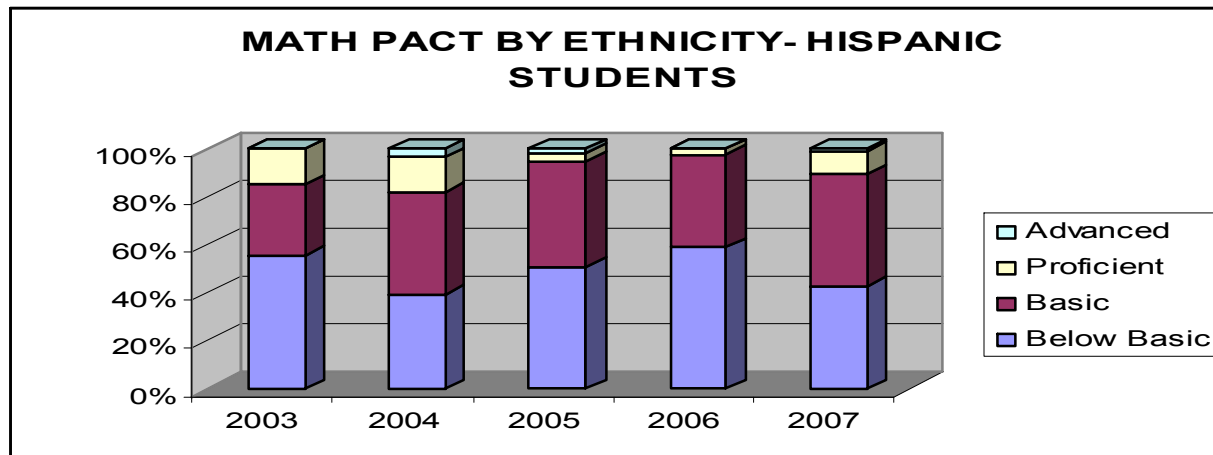
### MATH PACT BY ETHNICITY- AFRICAN AMERICAN STUDENTS



#### AFRICAN-AMERICAN

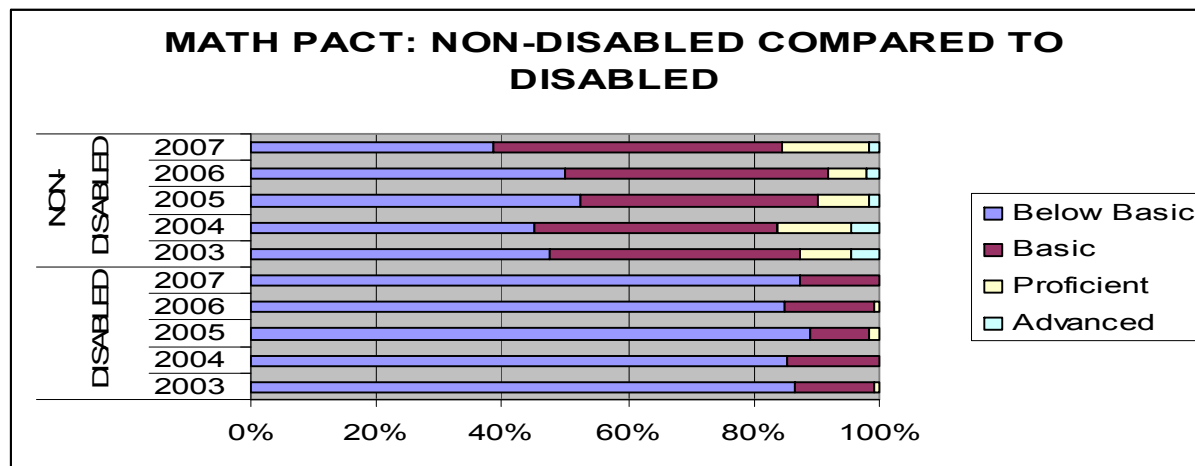
	Below Basic	Basic	Proficient	Advanced
2003	69.5	27.4	2.5	0.5
2004	64.5	28.5	7.0	0.0
2005	66.7	29.5	3.8	0.0
2006	66.5	32.0	1.5	0.0
2007	65.6	32.8	1.1	0.6





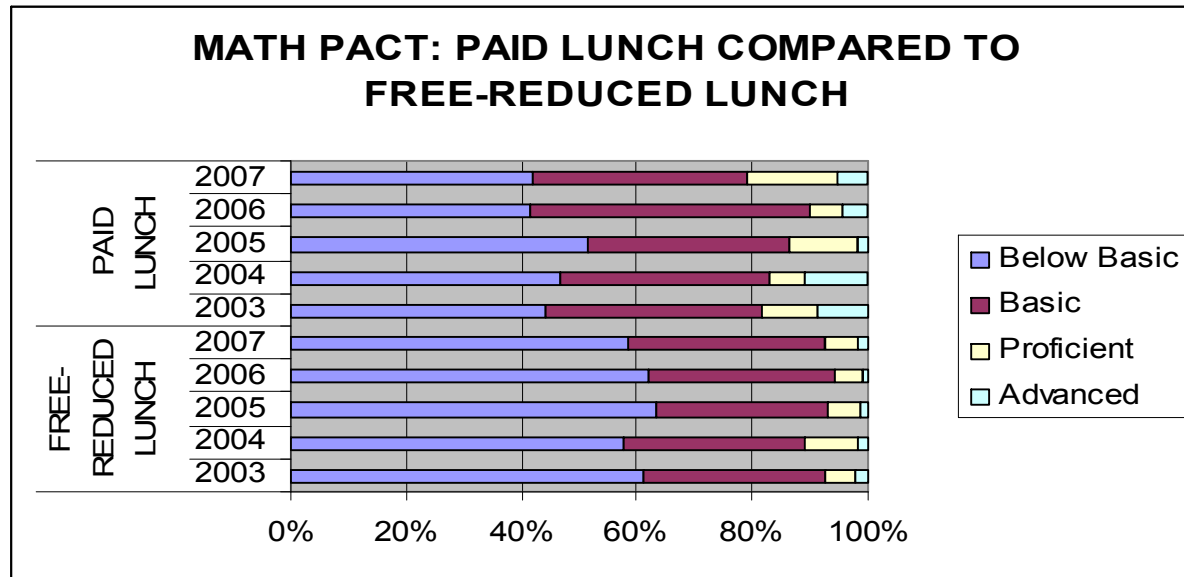
	HISPANIC			
	Below Basic	Basic	Proficient	Advanced
2003	55.6	29.6	14.8	0.0
2004	39.3	42.9	14.3	3.6
2005	50.8	44.1	3.4	1.7
2006	59.0	38.5	2.6	0.0
2007	43.0	46.5	9.3	1.2

The percentage of Caucasian and African-American students scoring at each level on the Math PACT test stayed statistically the same; however, the Hispanic population of Lakeview Middle School made significant gains. In 2006, 59 percent of the Hispanic population scored at the Below Basic level. This percentage dropped to 43 percent in 2007. This sixteen percent drop is reflected in the increase of almost eight percent of Hispanic students scoring at the Proficient level or higher.



		Below Basic	Basic	Proficient	Advanced
DISABLED	2003	86.6	12.5	0.9	0.0
	2004	85.3	14.7	0.0	0.0
	2005	89.1	9.1	1.8	0.0
	2006	84.8	14.4	0.8	0.0
	2007	87.4	12.6	0.0	0.0
NON-DISABLED	2003	47.4	39.9	8.0	4.6
	2004	45.0	38.6	11.8	4.6
	2005	52.4	37.9	8.2	1.5
	2006	50.0	41.9	6.2	2.0
	2007	38.8	45.7	13.8	1.7

An achievement gap between disabled and non-disabled students on Math PACT has existed over the past five years. In 2007, this gap was greatly widened. Almost two-thirds of the non-disabled students scored at the Basic level or above while only 12.6 percent of the disabled students scored at this level. No disabled students scored at the Proficient or Advanced levels on the Math PACT test in 2007.



FREE-REDUCED  
LUNCH

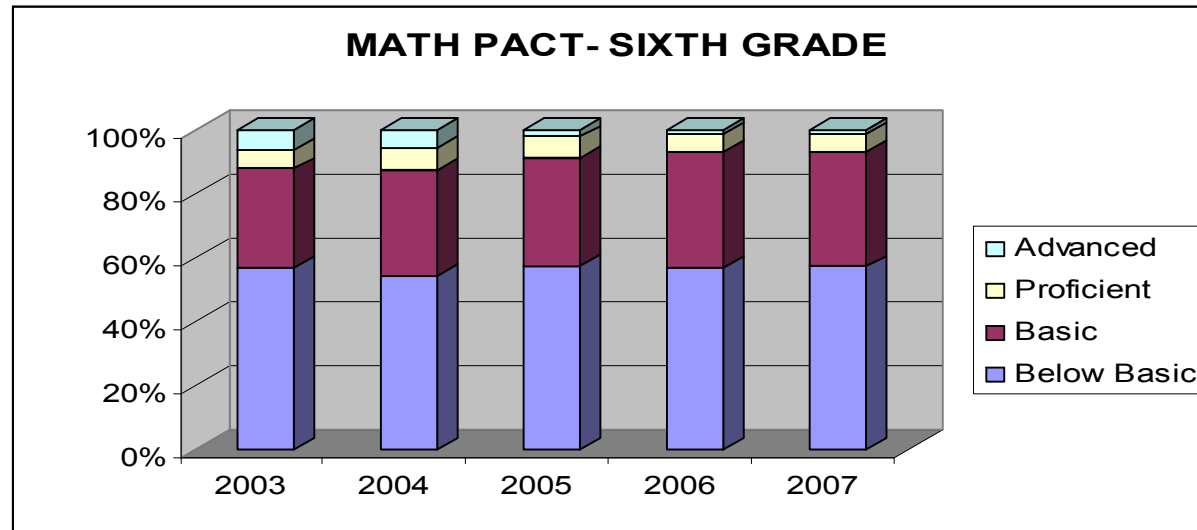
PAID LUNCH

	Below Basic	Basic	Proficient	Advanced
2003	61.1	31.6	5.3	2.0
2004	57.5	31.4	9.1	1.9
2005	63.2	30.0	5.8	1.1
2006	62.0	32.4	4.6	1.0
2007	59.1	34.5	5.8	1.6
2003	44.1	37.6	9.7	8.6
2004	46.9	35.9	6.3	10.9
2005	51.7	35.0	11.7	1.7
2006	41.4	48.6	5.7	4.3
2007	42.0	36.8	15.7	5.2

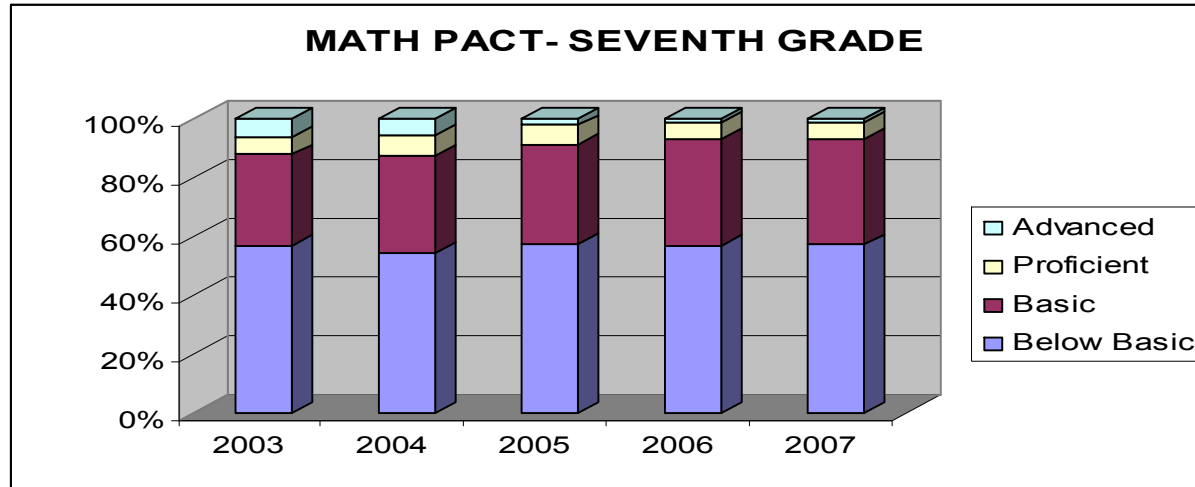
An achievement gap based on lunch status has also been apparent over the past five years, but has narrowed over the last year. In 2006 the gap between students who received free/reduced lunch and students who paid for lunch was 20.6 percent. In 2007, the gap decreased to 17.1 percent.

In 2007, there was a tremendous percentage gain by the paid lunch students who scored at the Proficient and Advanced levels. Almost 21 percent of the students who pay full price for lunch scored at the Proficient level or above. This was an increase of 13.5 percent from 2006.

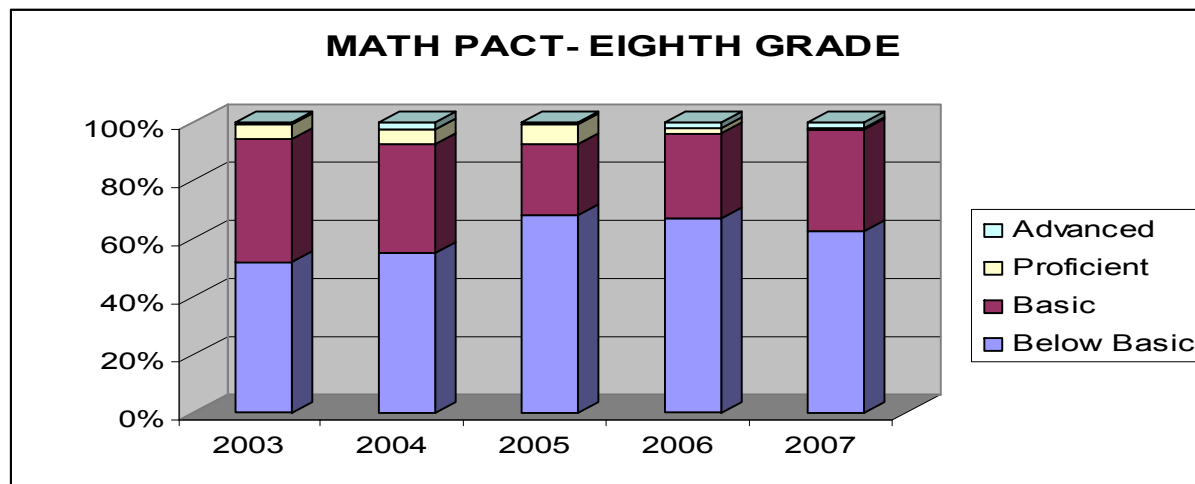
## Mathematics PACT by Grade Level



	<b>SIXTH GRADE</b>			
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	45.8	38.9	10.7	4.6
2004	42.0	37.5	17.0	3.6
2005	49.4	42.2	7.8	0.6
2006	51.4	42.1	5.5	1.1
2007	48.3	38.6	11.0	2.1



SEVENTH GRADE				
	Below Basic	Basic	Proficient	Advanced
2003	57.0	30.9	6.0	6.0
2004	54.6	33.1	6.9	5.4
2005	57.5	34.0	6.5	2.0
2006	57.1	36.2	5.6	1.1
2007	57.3	36.3	5.3	1.2



<b>EIGHTH GRADE</b>				
	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
2003	52.1	42.5	4.8	0.7
2004	55.2	37.3	5.2	2.2
2005	68.5	24.2	6.7	0.7
2006	66.9	29.6	1.8	1.8
2007	62.4	35.2	0.6	1.8

Looking at cohort data over the past five years, the percentage of sixth grade students who scored Basic and above decreased each year as they moved through seventh grade. However, as seventh grade students moved to eighth grade the percentage that scored Basic and above in 2006 stayed about the same.

In 2007, eighty percent of Algebra I students passed the End-of-Course test. This is a decrease from 95.8 percent in 2006; however, the number of students taking the course in 2007 increased dramatically.

## Longitudinal data

According to the 2005 *MMGW* Assessment, 66 percent of students surveyed were taking Pre-Algebra, and 21 percent were taking first-year Algebra. Of students who took Algebra I in 2004-2005, 15.4 percent failed the End-of-Course exam; however, only five percent of the students failed the class. The percentage of African-American students taking Algebra I in 2004-2005 was 38.5. In 2006-2007, Algebra I classes at Lakeview Middle were comprised of 29 percent African American, 37 percent Hispanic, and 34 percent White students.

Thirty-seven percent of the students who took the *MMGW* assessment were African-American, 17 percent were Multi-racial, and 44 percent were Caucasian. The mean scores of African-American and Multi-racial students were 138 and 139, respectively. The mean score of Caucasian students was 159. Sixty-eight percent of the students taking this survey indicated there is a moderate or intensive emphasis on numeracy across the curriculum. Students who indicated there is an *intensive* emphasis had a mean score of 178; those who said there was a *moderate* emphasis had a mean score of 146; and, those who said there was a *low* emphasis had a mean score of 131.

The evidence from the *MMGW* assessment seems to indicate that students who felt numeracy was stressed more and those who indicated they had more numeracy experiences scored significantly higher than those who felt there was little emphasis. The data suggests there is a direct correlation between teacher expectation and student performance.

Less than half of the teachers surveyed (*MMGW* Teacher Survey) indicated that they use mathematics to solve real-world problems found in the community or in a work setting on a weekly basis, and none indicated they use a graphing calculator to complete assignments weekly.

Based on Math PACT data from the past four to five years and the 2005 results of the *MMGW* Assessment and Surveys, Lakeview Middle School's mathematics needs include:

Increase student achievement in math for all students at Lakeview through the development and implementation of a comprehensive numeracy plan – A numeracy plan was developed prior to the beginning of the 2006-2007 school year and was supported through Title I funds. This plan will focus, in part, on bridging the gap between subgroups in mathematics. A comprehensive numeracy plan considers numeracy strategies across the curriculum, looks at what strategies work best with particular students, and what types of extra help are needed to support the mastery of mathematics. Title I funds purchased manipulative materials for modeling authentic real-world based math problems and PACT practice materials, and helped support professional development for teachers. Title I funds have helped to provide extended day/year tutorials to further instruction of math standards.

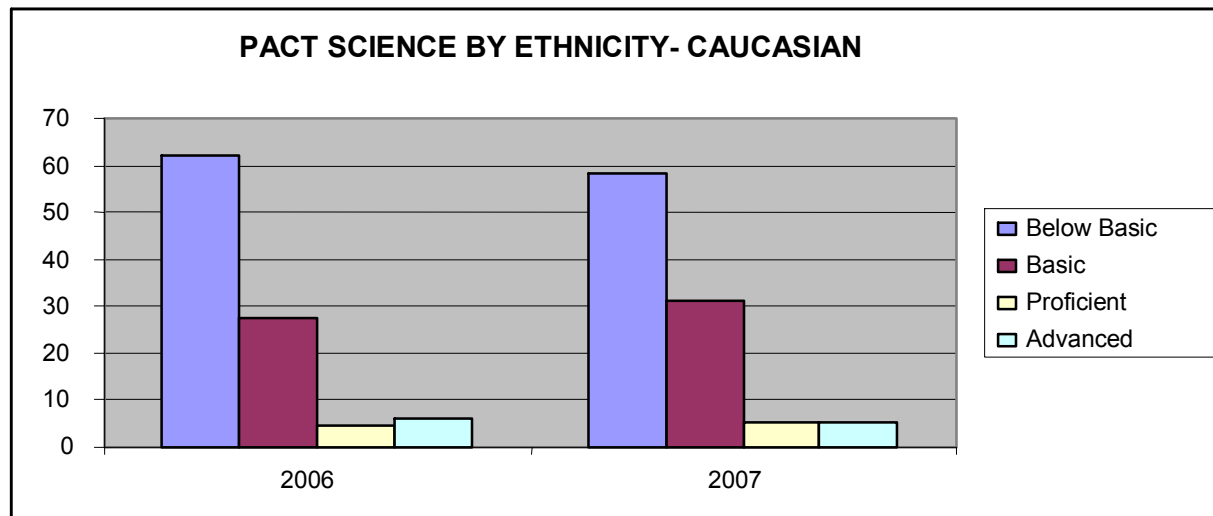
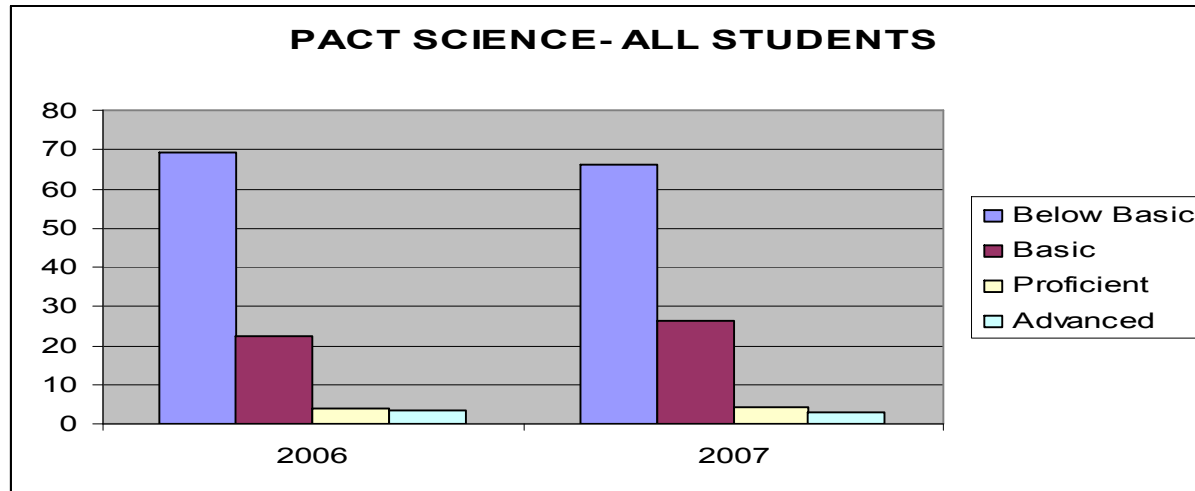
Assist classroom teachers in increasing student achievement in Math for all students – Technical Assistance (Intervention and Assistance Funds) will be used to provide Lakeview Middle School with a Math Teacher Specialist. The Math Teacher Specialist will provide support and guidance to the Mathematics Department, including mentoring new teachers and assisting them in acquiring necessary skills to be effective in the classroom. Lakeview Middle School has a history of high teacher turnover, and approximately 60 percent of students in sixth, seventh, and eighth grades scoring Below Basic on Math PACT.

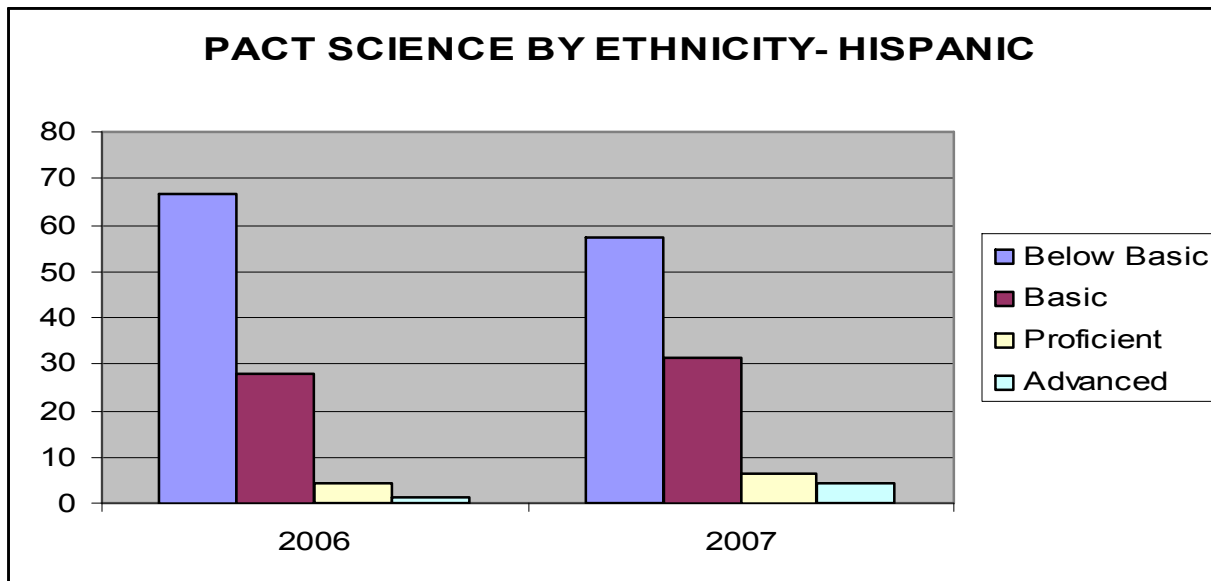
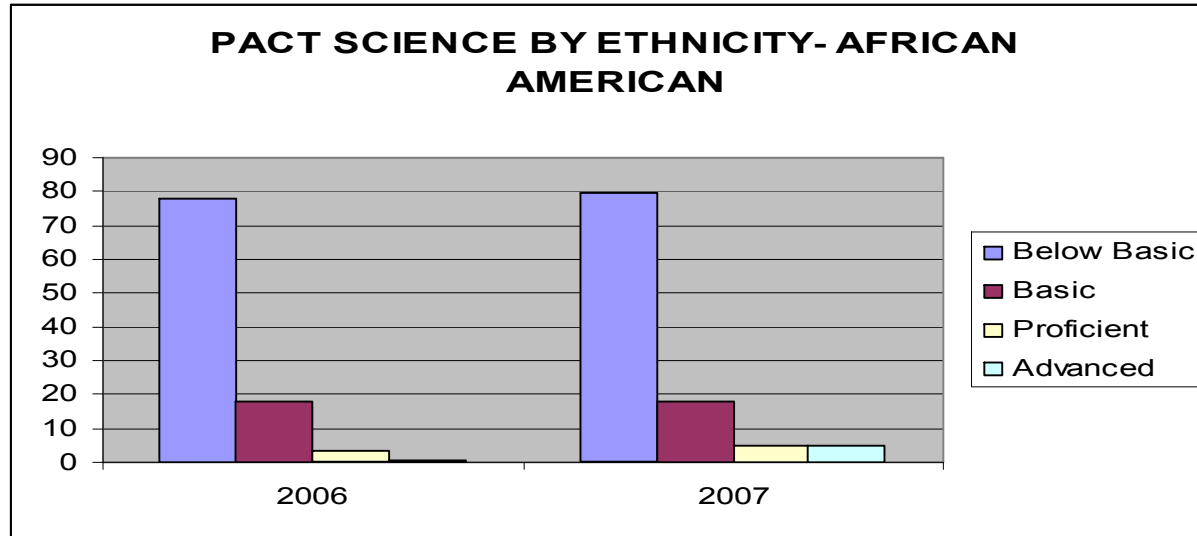
Increase student achievement for students with disabilities at Lakeview - Technical Assistance (Intervention and Assistance Funds) will be used to provide Lakeview Middle School with a Curriculum Specialist. The Curriculum Specialist will provide support and guidance for the Special Education teachers and regular classroom teachers. The Curriculum Specialist will assist teachers in providing modifications and accommodations for students with disabilities as outlined in the students' Individual Education Plans. The Curriculum Specialist will also focus on ELA, math, science, and social studies.

Continue to implement the Higher Achieving Program (HAP) Afterschool Program as a Structured Extra Help Strategy – Technical Assistance (Intervention and Assistance Funds) will be used to provide Lakeview Middle School students with small group assistance on ELA, math, science, and social studies homework to include Power of I tutoring.

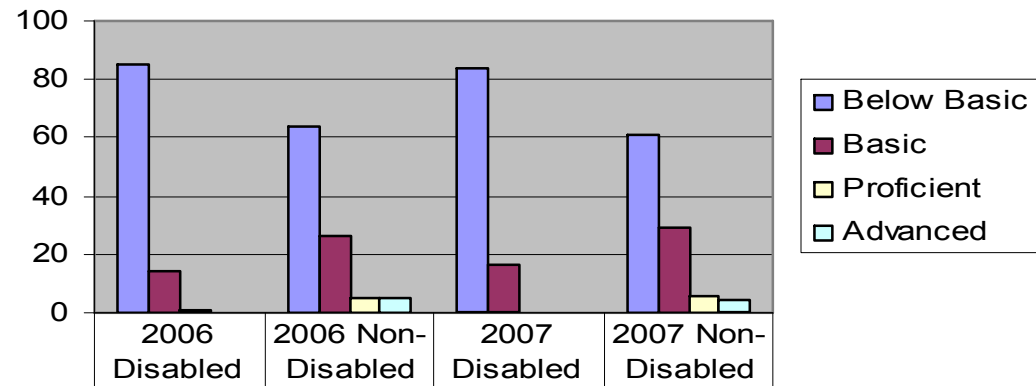


## Science – All Students



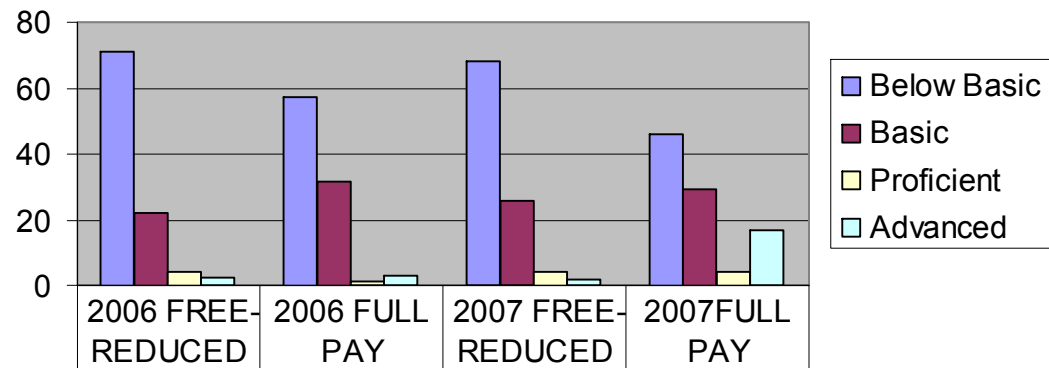


## PACT SCIENCE- DISABLED COMPARED TO NON-DISABLED



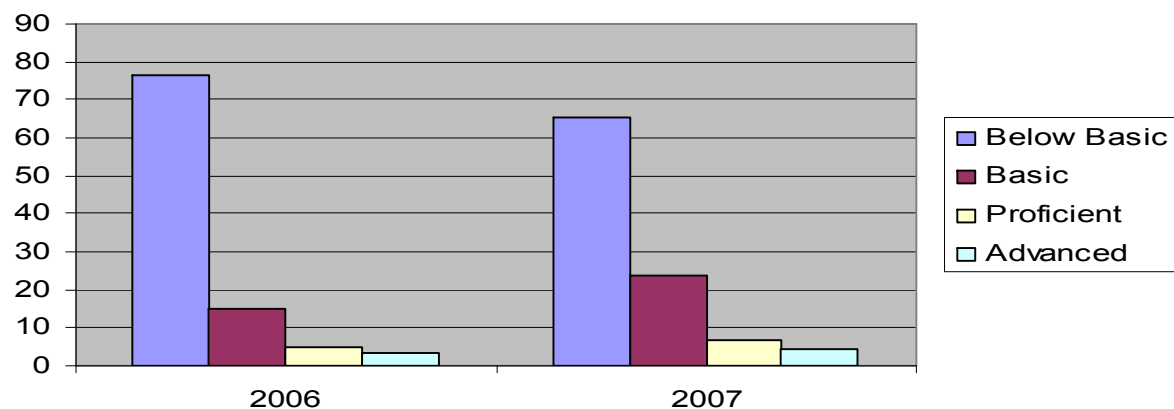
Below Basic	84.9	63.5	83.6	60.7
Basic	14.3	26.5	16.4	29.4
Proficient	0.8	5.1	0	5.5
Advanced	0	4.8	0	4

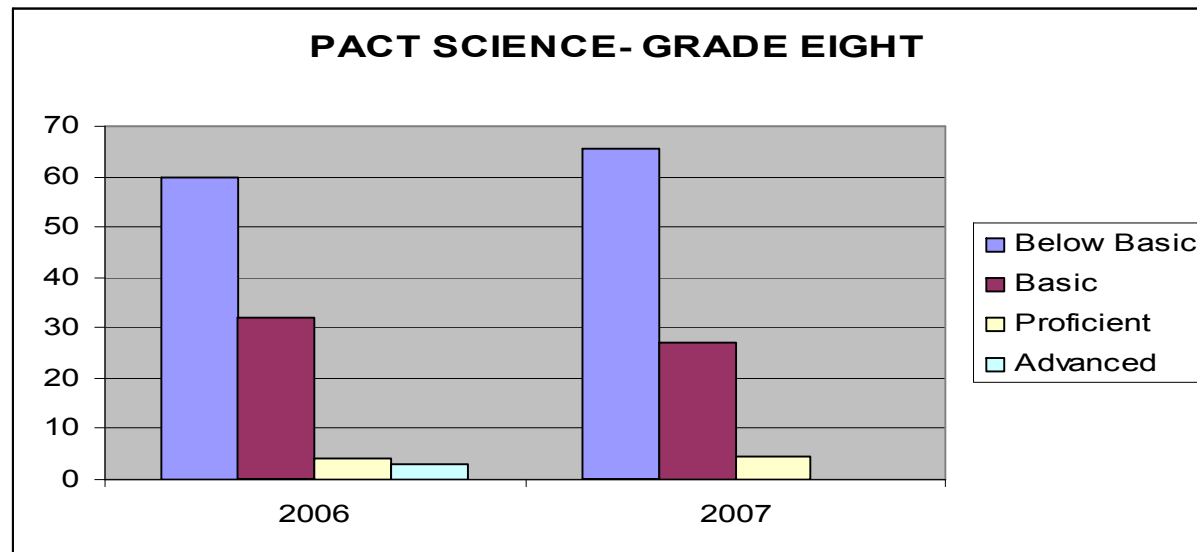
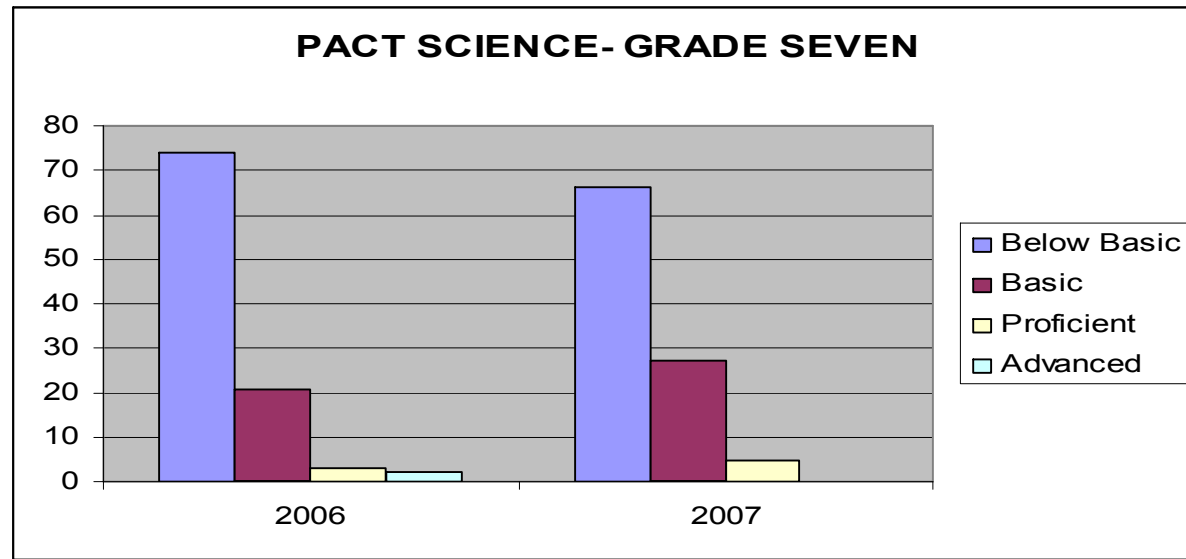
## PACT SCIENCE- FREE-REDUCED LUNCH COMPARED TO FULL PAY LUNCH



Below Basic	71.3	57.1	68.1	45.8
Basic	21.9	31.4	25.9	29.2
Proficient	4.4	1.4	4.2	4.2
Advanced	2.5	3.1	1.9	16.7

## PACT SCIENCE- GRADE 6





In 2007, all ethnic groups decreased in the percent of students scoring Below Basic on the Science PACT test with the exception of the African American population which showed a slight increase. The percentage of disabled and non-disabled students scoring Below Basic decreased in 2007. The percentage of both subsidized meal and full pay meal students scoring Below Basic also

decreased with full-pay students dropping a remarkable 11.3 percent. Sixth and seventh grade students demonstrated strong improvement on the Science PACT test.

Sixty-seven percent of the students who took the *MMGW* assessment scored Below Basic, 25 percent scored Basic, and nine percent scored Proficient. No students scored Advanced.

The survey information seems to indicate that students did not have a sufficient amount of meaningful laboratory experiences. On the *MMGW* teacher survey, none of the respondents indicated that science teachers required students to do activities in a science laboratory weekly, only 50 percent required students to complete a science research project at least once or twice a semester, and 50 percent required students to do lab assignments which addressed a problem found in the community or in a work setting at least once or twice a semester. In one science class alone during the 2004-2005 school year, four teachers (two of which were long-term, non-certified science substitutes) taught the class to half of the students in grade eight.

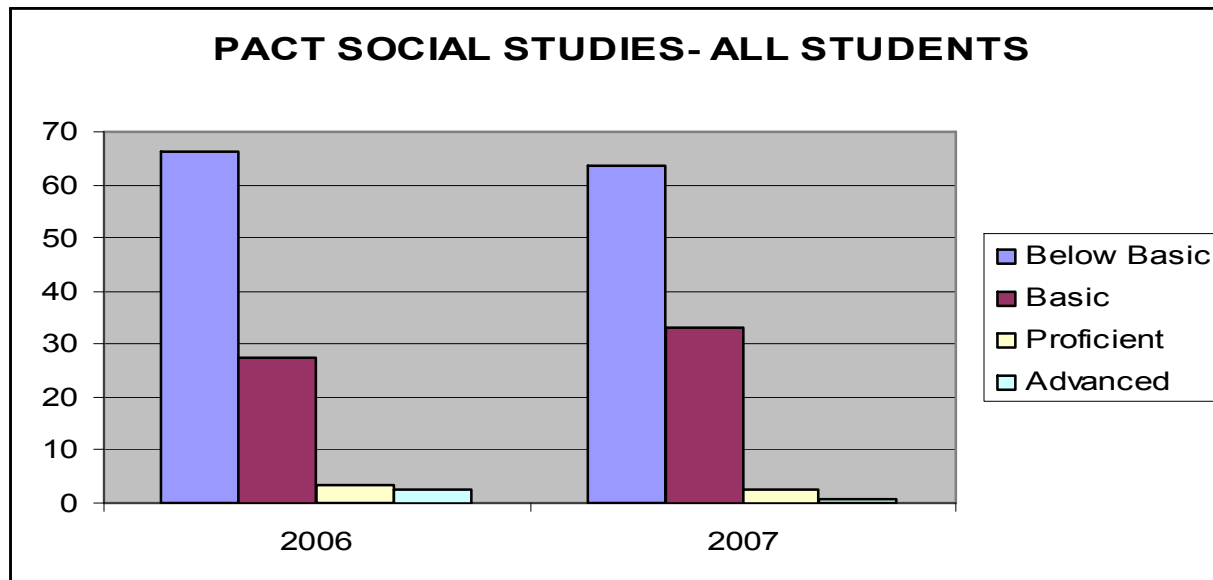
Based on Science PACT data from the past one to four years and the results of the 2005 *MMGW* Assessment and Surveys, Lakeview Middle School's science needs include:

Assist classroom teachers in increasing student achievement in science for all students – Technical Assistance (Intervention and Assistance Funds) will be used to provide Lakeview Middle School with a Science Teacher Specialist. The Science Teacher Specialist will provide support and guidance to the Science Department, including mentoring new teachers and assisting them in acquiring necessary skills to be effective in the classroom. Lakeview has a history of high teacher turnover, a high number of student discipline referrals and suspensions, student attendance rates below the AYP criteria of 95.3 percent, and approximately 55-70 percent of students in sixth, seventh, and eighth grades scoring Below Basic on Science PACT. The Science Specialist and Math Specialist will work together to help teachers integrate math and science standards and assist students in transferring knowledge across subjects.

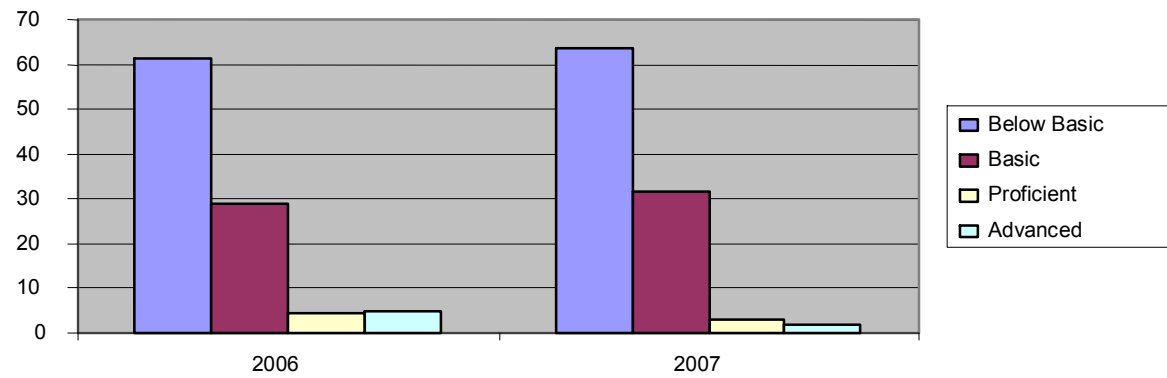
Provide Training for Staff of Curriculum Integration – Professional development will be provided for teachers on standards-based curriculum integration. While some teachers may be able to participate in the MMGW Quality Teaching and Learning National Workshop, others will benefit from on-site training. Training may occur during the summer with support throughout the school year. A goal of implementing at least one integrated unit per grading period will be the goal.

Include the use of Literacy strategies in all Science classrooms- Teachers in all grade levels will increase number and type of graphic organizers to improve vocabulary and implement writing assignments that require higher order thinking skills. Students will write formal lab reports that include areas for analysis and summary of the major content points.

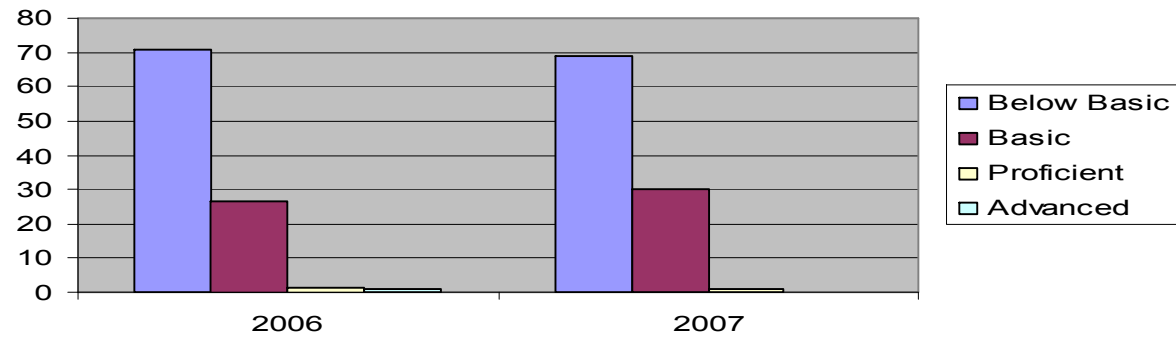
## **Social Studies PACT – All Students**



**PACT SOCIAL STUDIES BY ETHNICITY- CAUCASIAN**

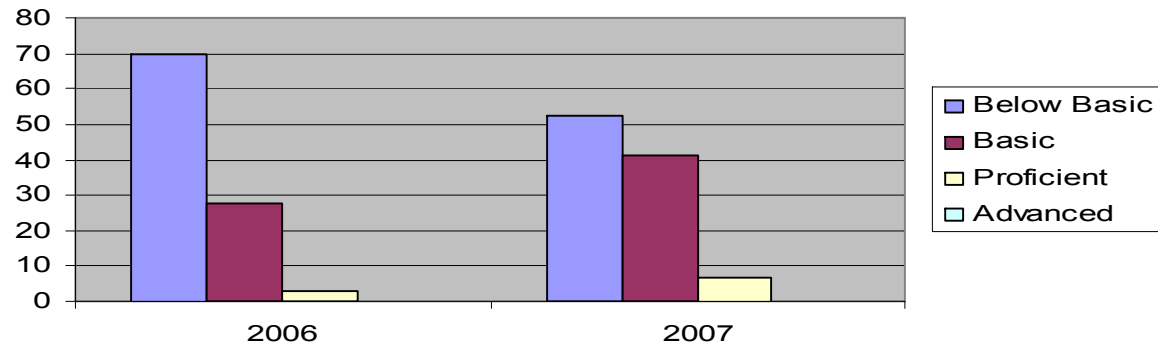


**PACT SOCIAL STUDIES BY ETHNICITY-  
AFRICAN AMERICAN**

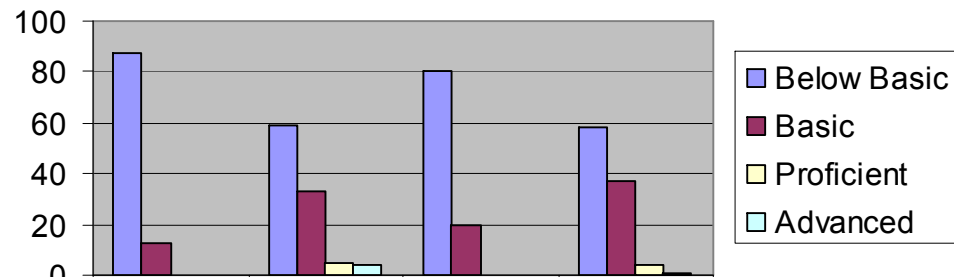




### PACT SOCIAL STUDIES BY ETHNICITY- HISPANIC

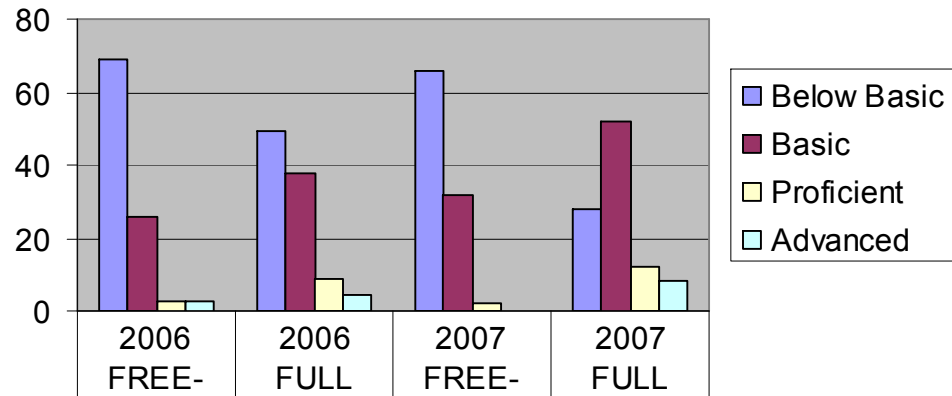


### PACT SOCIAL STUDIES- DISABLED COMPARED TO NON-DISABLED



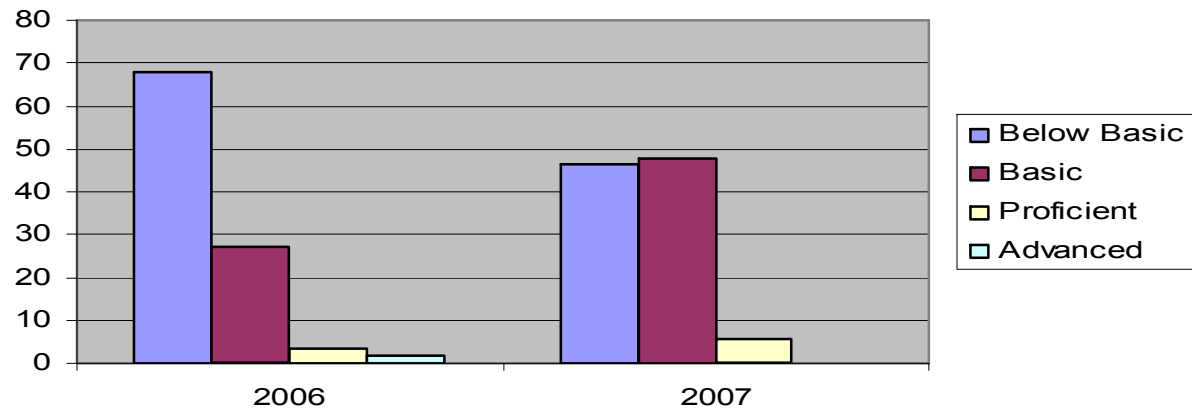
Below Basic	87.4	58.7	80.3	58.2
Basic	12.6	33	19.7	37.2
Proficient	0	4.6	0	3.8
Advanced	0	3.7	0	0.8

# **PACT SOCIAL STUDIES- FREE/REDUCED LUNCH COMPARED TO FULL PAY LUNCH**

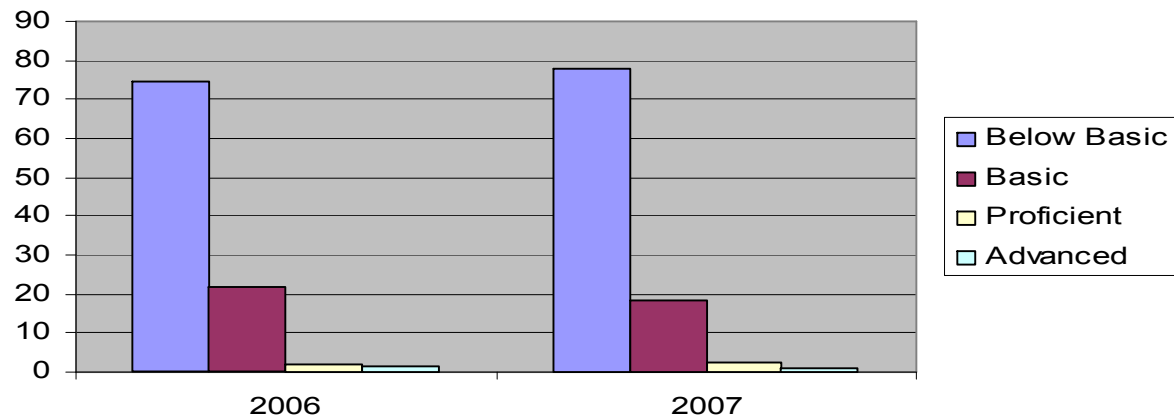


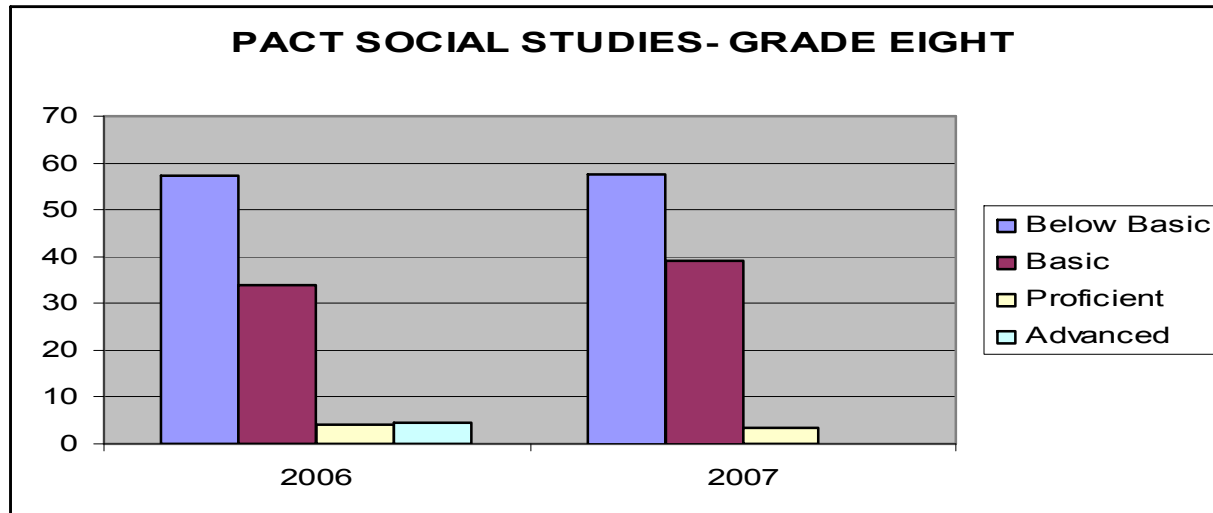
Below Basic	69.3	49.3	65.8	28
Basic	25.8	38	31.9	52
Proficient	2.5	8.5	2.3	12
Advanced	2.5	4.2	0	8

### PACT SOCIAL STUDIES- GRADE 6



### PACT SOCIAL STUDIES- GRADE SEVEN





The students at Lakeview Middle school showed an overall improved performance on the Social Studies PACT test. In 2007, all ethnic groups decreased in the percent of students scoring Below Basic on the Social Studies PACT test with the exception of the Caucasian population which showed a slight increase. The percentage of disabled and non-disabled students scoring Below Basic decreased in 2007. The percentage of both subsidized meal and full pay meal students scoring Below Basic also decreased with full-pay students dropping a remarkable 21.3 percent. Sixth and seventh grade students demonstrated strong improvement on the Science PACT test. The sixth grade increased the percentage of students scoring Basic or higher by an amazing 21.3 percent.

Longitudinally, students scoring Basic and above in social studies is less than 50%. The trend appears to be that incoming sixth graders lose ground in the seventh grade and then score slightly better in the eighth grade. From 2003-2006 a higher percentage of eighth graders have scored Basic and above than any other grade level. The number of 6<sup>th</sup> graders scoring basic and above has declined since 2003.

Based on Social Studies PACT data from the past one to four years, Lakeview Middle School's social studies needs include:

Provide Training for Staff of Curriculum Integration – Professional development will be provided for teachers on standards-based curriculum integration. While some teachers may be able to participate in the MMGW Quality Teaching and Learning National

Workshop, others will benefit from on-site training. Training may occur during the summer with support throughout the school year. A goal of implementing at least one integrated unit per grading period will be the goal.

Include the use of Literacy strategies in all social studies classrooms- Teachers in all grade levels will increase the number and type of graphic organizers to improve vocabulary and implement writing assignments that require higher order thinking skills.

### **MAP Fall 2006 to Spring 2007 Growth Summary**

In Language Usage, the percent of students meeting the growth target was 31.0 in grade 6, 55.8 in grade 7, 50.4 in grade 8. In Reading, the percent of students meeting the growth target was 41.1 in grade 6, 43.9 in grade 7, and 42.4 in grade 8. In Mathematics, the percent of students meeting the growth target was 36.7 in Grade 6, 52.4 in Grade 7, and 45.4 in Grade 8. In General Science, the percent of students meeting the growth target was 59.2 in grade 6, 58.7 in grade 7, and 67.7 in grade 8. In Science Concepts and Processes, the percent of students meeting the growth target was 63.3 in grade 6, 62.8 in grade 7, and 57.1 in grade 8.

### **End of Course Scores**

English I: (2007 to 2008) **Percentage of A's increased from 9.4 to 10.8.** Percentage of B's increased from 3.1 to 13.5. Percentage of C's increased from 31.5 to 37.8. Percentage of D's decreased from 37.5 to 32.4. **Percentage of F's decreased from 18.8 to 5.4.**

Algebra I: (2007 to 2008) **Percentage of A's decreased from 8.6 to 0.** Percentage of B's decreased from 14.3 to 7.1. Percentage of C's decreased from 40.0 to 32.1. Percentage of D's increased from 17.1 to 25. **Percentage of F's increased from 20.0 to 35.7.**

- **Summary of process used to develop the FSRP and the persons involved**

The development of the FSRP goals and documentation are the result of a collaborative effort between our principal, Dr. Tracy Hall, Dr. Hal Howington (our ERTL), members of the Office of Quality Assurance Team (DIF), and the Faculty Leadership Council (FLC). The Faculty Leadership Council (FLC) at Lakeview Middle School is comprised of teacher leaders from each of the content areas, related arts teachers, administration, guidance, and other school leaders who meet monthly to coordinate efforts and help make decisions for the school. The Office of Quality Assurance Team (DIF) is a team of support personnel housed at Lakeview Middle School and consisting of a Curriculum Specialist, an English Language Arts facilitator, a Mathematics facilitator, a Science facilitator, a Special Needs facilitator, and an Instructional Coach.

The FLC met on March 3 to provide input and strategies that were needed to meet the goals identified for student achievement. On March 19 and 20, Dr. Hall, Dr. Howington, and members of the FLC met to make sure the goals were appropriate to meet our school's academic needs and to narrow the focus of the strategies that have been suggested.

- **Narrative of how selected goals will enable the school to meet expected progress**

**FOCUS GOAL 1:** Teachers at Lakeview Middle School participate in regular meetings whose purpose is to use data analysis to improve instructional practice. The Measure of Academic Progress (MAP) test is given three times during the year in Reading and Mathematics. The data from this test helps teachers identify academic areas of strengths and weaknesses of their students and adjust their instruction accordingly. In order to meet the State Report Card requirements for growth, we need to move 40% of our student population to the next level of PACT to meet our goal score. We determined that a goal of 40% of all students moving from one MAP performance level correlated to PACT to the next MAP performance level from the fall testing window to the spring testing window would be a strong indicator of potential PACT success in order to meet our state determined goals of expected progress in English Language Arts (ELA). For the remaining 60% of students, we intend to maintain their scores. By increase 40% of the students' scores one MAP performance level (e.g., moving a previous Below Basic student to Basic, etc.), while maintaining all other students' scores, we will meet our goal of a 2.7 absolute rating by Spring PACT testing as estimated by the absolute calculator using spring '08 MAP and PACT scores.

**FOCUS GOAL 2:** Teachers at Lakeview Middle School participate in regular meetings concerning the use of data analysis to improve instructional practice. The Measure of Academic Progress (MAP) test is given three times during the year in Reading and Mathematics. The data from this test helps teachers identify academic areas of strength and weaknesses of their students and adjust their instruction accordingly. In order to meet the State Report Card requirements for growth, we need to move 40% our student population to the next level of PACT to meet our goal score. We determined that a goal of 40% of all students moving from one MAP performance level correlated to PACT to the next MAP performance level from the fall testing window to the spring testing window would be a strong indicator of potential PACT success in order to meet our state determined goals of expected progress in English Language Arts (ELA). For the remaining 60% of students, we intend to maintain their scores. By increase 40% of the students' scores one MAP performance level (e.g., moving a previous Below Basic student to Basic, etc.), while maintaining all other students' scores, we will meet our goal of a 2.7 absolute rating by Spring PACT testing as estimated by the absolute calculator using spring '08 MAP and PACT scores.

**FOCUS GOAL 3:** Science teachers at Lakeview Middle meet weekly with the Science facilitator to collaborate on instructional planning, pacing of instruction, and evaluation of assessments. During this process, the department develops standards-based, quarterly benchmark tests that help determine the academic areas of strength and weakness for each student. These benchmark tests are evaluated by an outside Making Middle Grades Work (MMGW) consultant for academic rigor, relevance to the standards, and quality of the assessment. The science department analyzes the results of the benchmark to determine which standards have been mastered and which standards need to be reemphasized. Sixty-six percent of students were below basic on PACT Science in 2007. The FLC determined that if a minimum of 50% of all students are scoring at least 70% on the third quarter benchmark, then we would have a strong indication of potential success on the PACT tests. The benchmark test is a teacher developed standards based assessment written with PACT like questions. The test is cumulative increasing the rigor with results used to inform instruction.

**FOCUS GOAL 4:** Social Studies teachers at Lakeview Middle meet weekly with the Curriculum Specialist to collaborate on instructional planning, pacing of instruction, and evaluation of assessments. During this process, the department develops

standards-based, quarterly benchmark tests that help determine the academic areas of strength and weakness for each student. These benchmark tests are evaluated by an outside Making Middle Grades Work (MMGW) consultant for academic rigor, relevance to the standards, and quality of the assessment. The social studies department analyzes the results of the benchmark to determine which standards have been mastered and which standards need to be reemphasized. Sixty-four percent of students were below basic on PACT Social Studies in 2007. The FLC determined that if a minimum of 50% of all students are scoring at least 70% on the second quarter benchmark, then we would have a strong indication of potential success on the PACT tests. The benchmark test is a teacher developed standards based assessment written with PACT like questions. The test is cumulative increasing the rigor with results used to inform instruction.

**Instructional Leadership GOAL 1:** At least 63% of the content area teachers at Lakeview Middle School have less than five years experience in the classroom. Since the staff has such little professional experience, the development of professional learning communities is critical. The study groups are designed to engage staff in meaningful learning activities that help them to engage students in focused learning activities, increase student literacy, and analyze student data to improve instructional planning. These strategies should result in improving student achievement as measured by MAP ELA testing for fall to spring.

**Instructional Leadership GOAL 2:** The inexperienced staff of Lakeview Middle School can be accommodated by regular visits by administration. These classroom visits will consist of written and verbal feedback, as well as personal counseling about best instructional practice and classroom non-negotiables. These strategies should result in improving student achievement as measured by MAP ELA testing for fall to spring.

**Focused District Instructional Leadership GOAL 1:**

**Focused District Instructional Leadership GOAL 2:**



# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- All information that is pertinent to the implementation of the FSRP
- Testing (MAP, Benchmark, etc.)
- Disaggregation and ongoing utilization of data to guide instruction
- Professional development that needs to be scheduled
- Implementation/monitoring of specific strategies

## **July 2008:**

- Compile Spring MAP data by RIT scores for Reading and Math
- Finalize plans and notify staff of school retreat location and dates
- Complete Master Schedule to include:
  - Advisor/Advisee period (25 minutes)
  - Single Gender exploration (Math & ELA)
  - Determine students eligible for Honors courses
  - Common planning time for teams
  - Set dates for Benchmark Testing

## **August 2008:**

- School Retreat:
  - Determine Advisor/Advisee period grouping
  - Determine students for AOR, AOM, Success Maker
  - Review FSRP
- Professional development that needs to be scheduled:
  - Study Groups: Creating Quality Assessment and Utilizing data
  - Week-long ELA/Math Springboard pacing guide and instruction
  - What to do in the Advisor/Advisee Period
  - Single Gender exploration
  - Faculty Book Study
  - Learning-focused Training
- Strategies to begin implementing:
  - AOR & AOM
  - Springboard
  - Daily Literacy
- Student-led conferences
- Finalize MAP testing schedule

## **September 2008:**

- Fall Administration of MAP testing
- Professional development that needs to be scheduled:
  - Faculty Book Study

- Technology training
- Literacy in the Content Areas and Vocabulary Development
- **Monitoring of specific strategies:**
  - Collect and analyze reports from:
    - AOR
    - AOM
    - Springboard
    - Success Maker

### **October 2008:**

- **Professional development that needs to be scheduled:**
  - MAP: Reading and utilizing reports for classroom instruction
  - Teaching literacy in middle school
  - Faculty Book Study
- **Compile Fall MAP data by RIT scores for Reading and Math**
  - Make adjustments to Advisor/ Advisee Period
  - Make adjustment to computer assisted instruction classes
- **Monitoring of specific strategies:**
  - Collect and analyze reports from:
    - AOR
    - AOM
    - Springboard
    - Success Maker
- **Strategies to begin implementing:**
  - Department Notebooks
  - Literacy in the Content Areas and Vocabulary Development
- **First quarter benchmark test**

### **November 2008:**

- **Professional development that needs to be scheduled:**
  - Faculty Book Study
- **Monitoring of specific strategies:**
  - Collect and analyze reports from:
    - AOR
    - AOM
    - Springboard
    - Success Maker
    - Department Notebooks
    - Literacy in the Content Areas and Vocabulary Development

### **December 2008:**

- **Professional development that needs to be scheduled:**
  - Faculty Book Study
- **Winter MAP testing**
- **Monitoring of specific strategies:**
  - Collect and analyze reports from:
    - AOR

- AOM
- Springboard
- Success Maker
- Department Notebooks
- Literacy in the Content Areas and Vocabulary Development

### **January 2009:**

- Professional development that needs to be scheduled:
  - Faculty Book Study
- Winter MAP Testing Administration
- Second quarter benchmark testing
- Monitoring of specific strategies:
  - Collect and analyze reports from:
    - AOR
    - AOM
    - Springboard
    - Success Maker
    - Department Notebooks
    - Literacy in the Content Areas and Vocabulary Development

### **February 2009:**

- Professional development that needs to be scheduled:
  - Faculty Literacy Circles
- Compile Winter MAP data by RIT scores for Reading and Math
  - Make adjustments to Advisor/ Advisee Period
  - Make adjustment to computer assisted instruction classes
- Begin 50 Day Countdown to PACT
- Monitoring of specific strategies:
  - Collect and analyze reports from:
    - AOR
    - AOM
    - Springboard
    - Success Maker
    - Department Notebooks
    - Literacy in the Content Areas and Vocabulary Development

### **March 2009:**

- Professional development that needs to be scheduled:
  - Faculty Literacy Circles
- Begin PACT ATTACK implementation
- Students set goals for spring MAP testing (SLC)
- Complete Spring MAP testing
- Third quarter benchmark testing
- Compile data supporting the accomplishment of the FSRP goals
- Monitoring of specific strategies:

- **Collect and analyze reports from:**
  - **AOR**
  - **AOM**
  - **Springboard**
  - **Success Maker**
  - **Department Notebooks**
  - **Literacy in the Content Areas and Vocabulary Development**

#### **April 2009:**

- **Professional development that needs to be scheduled:**
  - **Faculty Literacy Circles**
- **Monitoring of specific strategies:**
  - **Collect and analyze reports from:**
    - **AOR**
    - **AOM**
    - **Springboard**
    - **Success Maker**
    - **Department Notebooks**
    - **Literacy in the Content Areas and Vocabulary Development**

#### **May 2009:**

- **Professional development that needs to be scheduled:**
  - **Faculty Literacy Circles**
- **PACT Testing**
- **Monitoring of specific strategies:**
  - **Collect and analyze reports from:**
    - **AOR**
    - **AOM**
    - **Springboard**
    - **Success Maker**
    - **Department Notebooks**
    - **Literacy in the Content Areas and Vocabulary Development**

#### **June 2009:**

- **Monitoring of specific strategies:**
  - **Collect and analyze reports from:**
    - **AOR**
    - **AOM**
    - **Springboard**
    - **Success Maker**
    - **Department Notebooks**
    - **Literacy in the Content Areas and Vocabulary Development**

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:** By April 1, 2009, forty percent of all students who have both fall and spring 2009 Reading MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Reading MAP test.  
*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Implement College Board Springboard™ curriculum for ELA</b>	<b>Julia Tingen/ ELA &amp; Math Teachers</b>	8/08	<b>Springboard is a college prep curriculum designed to move students to higher Bloom's taxonomy levels. Diagnostic assessment will be used by the teachers to help guide instruction by focusing on identified students areas of academic weakness. These results will be discussed quarterly with the teachers and kept in the principal's office. Julia Tingen</b>
<b>Continue year three implementation of Academy of Reading (a research-based intervention software) and correlate to Lexile growth.</b>	<b>Dr. Gary Jackson/ Troye Mathews/ Academy Teachers</b>	8/08	<b>At least six classes of Academy of Reading will be provided during the Related Arts schedule for students who score Below Basic on PACT testing. Records of their progress will be kept on-line and monitored monthly by Dr. Jackson.</b>
<b>Continue year two implementation of teacher-made, standards-based quarterly benchmark assessment using an outside SREB consultant as an evaluator.</b>	<b>Julia Tingen/ ELA Teachers</b>	8/08	<b>At least three benchmarks will be developed, administered, and analyzed by April 1, 2009. Documentation will be kept in the DIF office and principal's office. J. Tingen</b>
<b>Continue year three implementation of SuccessMaker™ (a research-based intervention software).</b>	<b>Dr. Gary W Jackson/ ELA Teachers</b>	8/08	<b>SuccessMaker™ will be used on a weekly basis to differentiate instruction to allow teachers to meet individual student needs in ELA classrooms and documentation will be monitored monthly online and</b>

			<b>kept in the DIF office. Dr. Jackson</b>
<b>Collaborative teams of teachers at each grade level meet with a content area Specialist at least once per week to plan standards-based lessons and assessments that reflect the implementation of the pacing guide.</b>	<b>Ann Reid (ELA DIF)</b>	<b>8/08</b>	<b>Teachers follow pacing guide and lesson planning strategies that are planned in collaborative teams. The DIF's will facilitate weekly meetings to review lesson plans each week, monitor lessons and assessments, and ensure teachers address the rigor of the standards. Agenda and meeting notes will be kept on the staff drive by DIF staff. J. Tingen</b>
<b>Learning Focused model will be implemented as a research-based method for instructional delivery to meet students' learning style needs.</b>	<b>Ann Reid (ELA DIF)</b>	<b>8/08</b>	<b>District office staff will train all teachers in year-one methods. This model allows teachers to plan, deliver, and assess learning through various learning styles. Follow-up will be provided monthly to determine if areas of weaknesses to improve is present in lesson plans, instruction, etc using a learning focused rubric. J. Tingen</b>
<b>All teachers will implement year-three of our Literacy Plan.</b>	<b>Ann Reid (ELA DIF)</b>	<b>8/08</b>	<b>Each department sets a literacy goal for the year and collects evidence to support the strategies will be implemented. Monthly text-based discussions occur between the IC and teachers to improve instructional delivery content through literacy strategies. Documentation will be in the form of highlighted lesson plans, student work samples, and a rubric checklist. J. Tingen</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:** By April 1, 2009, forty percent of all students who have both fall and spring 2009 Math MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Math MAP test.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Implement College Board Springboard™ curriculum for math</b>	<b>Julia Tingen/ Math Teachers</b>	8/08	<b>Springboard is a college prep curriculum designed to move students to higher Bloom’s taxonomy levels. Diagnostic assessment will be used by the teachers to help guide instruction by focusing on identified students areas of academic weakness. These results will be discussed quarterly with teachers and kept in the principal’s office. Julia Tingen</b>
<b>Continue year two implementation of teacher-made, standards-based quarterly benchmark assessment using an outside SREB consultant as an evaluator.</b>	<b>Julia Tingen/ Math Teachers</b>	8/08	<b>At least three benchmarks will be developed, administered, and analyzed by April 1, 2009. Documentation will be kept in the principal’s office and DIF office. J. Tingen</b>
<b>Continue year three implementation of SuccessMaker™ (a research-based intervention software) and correlate to PACT achievement levels.</b>	<b>Dr. Gary W Jackson/ Math Teachers</b>	8/08	<b>SuccessMaker™ will be used on a weekly basis to differentiate instruction to allow teachers to meet individual student needs in ELA classrooms and documentation will be monitored monthly online and</b>

			<b>kept in the DIF office. G. Jackson</b>
<b>Collaborative teams of teachers at each grade level meet with a content area Specialist at least once per week to plan standards-based lessons and assessments that reflect the implementation of the pacing guide.</b>	<b>Elane Poeta (Math DIF)</b>	8/08	<b>Teachers follow pacing guide and lesson planning strategies that are planned in collaborative teams. The DIFs will facilitate weekly meetings to review lesson plans each week, monitor lessons and assessments, and ensure teachers address the rigor of the standards. Agenda and meeting notes will be kept on the staff drive by DIF staff. J. Tingen</b>
<b>Learning Focused model will be implemented as a research-based method for instructional delivery to meet students' learning style needs.</b>	<b>Elane Poeta (MATH DIF)</b>	8/08	<b>District office staff will train all teachers in year-one methods. This model allows teachers to plan, deliver, and assess learning through various learning styles. Follow-up will be provided monthly to determine if areas of weaknesses to improve is present in lesson plans, instruction, etc using a learning focused rubric. J. Tingen</b>
<b>All teachers will implement year-three of our Literacy Plan.</b>	<b>Elane Poeta (MATH DIF)</b>	8/08	<b>Each department sets a literacy goal for the year and collects evidence to support the strategies will be implemented. Monthly text-based discussions occur between the IC and teachers to improve instructional delivery content through literacy strategies. Documentation will be in the form of highlighted lesson plans, student work samples, and a rubric checklist. J. Tingen</b>
<b>Manipulatives will be incorporated into teachers' demonstrations, activities, and lessons.</b>	<b>Elane Poeta (MATH DIF)</b>	9/08	<b>Hands-on experiences are known to captivate and motivate students. Our goal is to establish a benchmark and expectations for using manipulatives in math. Lesson plans will be reviewed weekly and observation/walk-through will be completed biweekly. J. Tingen</b>



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:** By April 1, 2009, fifty percent of all students in grades 6-8 will score at least seventy percent on the third quarter science benchmark test.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Continue year two implementation of standards-based quarterly benchmark assessments supplied by Glencoe and correlated to state standards.</b>	<b>Julia Tingen/ Science Teachers</b>	8/08	<b>At least three benchmarks will be developed, administered, and analyzed by April 1, 2009. Documentation will be kept in the DIF office. J. Tingen</b>
<b>Collaborative teams of teachers at each grade level meet with a content area specialist at least once per week to plan standards-based lessons and assessments that reflect the implementation of the pacing guide.</b>	<b>Suzanne Carter (Science DIF)</b>	8/08	<b>Teachers follow pacing guide and lesson planning strategies that are planned in collaborative teams. The DIF will facilitate weekly meetings with teachers to review lesson plans, monitor lessons and assessments, and ensure teachers address the rigor of the standards. Agenda and meeting notes will be kept on the staff drive by DIF staff. J. Tingen</b>
<b>Learning Focused model will be implemented as a research-based method for instructional delivery to meet students' learning style needs.</b>	<b>Suzanne Carter (Science DIF)</b>	8/08	<b>District office staff will train all teachers in year-one methods. This model allows teachers to plan, deliver, and assess learning through various learning styles. Follow-up will be provided monthly to determine if areas of weaknesses to improve is present in lesson plans, instruction, etc. J. Tingen</b>

<b>All teachers will implement year-three of our Literacy Plan.</b>	<b>Suzanne Carter (Science DIF)</b>	8/08	<b>Each department sets a literacy goal for the year and collects evidence to support the strategies will be implemented. Monthly text-based discussions occur between the IC and teachers to improve instructional delivery content through literacy strategies. J. Tingen</b>
<b>Demonstrations, labs and hands-on experiences will be increased to 20% of the instructional time and notated in the lesson plans.</b>	<b>Suzanne Carter (Science DIF)</b>	9/08	<b>Hands-on experiences are known to captivate and motivate students. Our goal is to have 20% of science activities to include labs/hands-on experiences. Lesson plans will be reviewed weekly and observation/walk-throughs will be completed biweekly. J. Tingen</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 4:** By April 1, 2009, fifty percent of all students in grades 6-8 will score at least seventy percent on the third quarter social studies benchmark test.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Continue year two implementation of standards-based quarterly benchmark assessment using a content area specialist as an evaluator.</b>	<b>Julia Tingen/ Social studies Teachers</b>	8/08	<b>At least three benchmarks will be developed, administered, and analyzed by April 1, 2009. Documentation will be kept in the DIF office. J. Tingen</b>
<b>Collaborative teams of teachers at each grade level meet with a content area Specialist at least once per week to plan standards-based lessons and assessments that reflect the implementation of the pacing guide and balanced literacy theory.</b>	<b>Dr. Gary W Jackson (Social Studies DIF)</b>	8/08	<b>Teachers follow pacing guide and lesson planning strategies that are planned in collaborative teams. The DIF will facilitate weekly meetings to review lesson plans each week, monitor lessons and assessments, and ensure teachers address the rigor of the standards. . Agenda and meeting notes will be kept on the staff drive by DIF staff. J. Tingen</b>
<b>Learning Focused model will be implemented as a research-based method for instructional delivery to meet students' learning style needs.</b>	<b>Dr. Gary W Jackson (Social Studies DIF)</b>	8/08	<b>District office staff will train all teachers in year-one methods. This model allows teachers to plan, deliver, and assess learning through various learning styles. Follow-up will be provided monthly to determine if areas of weaknesses to improve is present in lesson plans, instruction, etc. J. Tingen</b>
<b>All teachers will implement year-three of our Literacy Plan.</b>	<b>Dr. Gary W Jackson (Social Studies DIF)</b>	8/08	<b>Each department sets a literacy goal for the year and collects evidence to support the strategies will be implemented. Monthly text-based discussions occur between the IC and teachers to improve instructional delivery content through literacy strategies. J. Tingen</b>
<b>Students will be trained to self assess and</b>	<b>Dr. Gary W</b>		<b>Students self-monitor and self-assess their progress</b>

monitor their own learning using a portfolio.	Jackson (Social Studies DIF)		based on "I can do..." statements. These reflective activities will be used to promote writing, literacy, Bloom's level of the standard, real-world/personal connections. Teachers will keep a checklist of monitoring activities that will be used as evidence of implementation. J. Tingen
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, a series of professional learning community activities will be implemented to ensure that forty percent of all students who have both fall and spring 2009 Reading MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Reading MAP test.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>Principal will require and schedule teachers to meet in study groups on at least a monthly basis to plan for and to evaluate practices pertaining to: quality teaching and learning, data analysis and classroom practice, structured academic assistance, school culture of high expectations, fostering relationships, and student transitions.</b>	<b>Dr. Tracy Hall</b>	<b>8/08</b>	<b>Staff development focuses on improving classroom instruction. Minutes from monthly department meetings will focus on teacher assessments, teacher reflection documents, and student work. The documentation from these meetings will be kept electronically on the staff computer drive. T. Hall</b>
<b>Principal will require and schedule teachers to meet on a weekly basis with an instructional specialist and their grade-level, subject-area counterpart for collaborative coaching sessions that will include instructional planning, evaluation of assessment through tuning protocols, and reflection on student learning. All lesson planning will be standardized using the Learning-Focus template.</b>	<b>Dr. Tracy Hall</b>	<b>8/08</b>	<b>Collaborative coaching is an instruction practice shown to improve student achievement. This type of staff development focuses on improving classroom instruction. Lesson plans and minutes from collaborative coaching meetings will focus on teacher assessments, teacher reflection documents, and student work. The documentation from these meetings will be kept electronically on the staff computer drive. T. Hall</b>

## FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

**Focused Principal's Instructional Leadership Goal 2: By April 1, 2009, quality instructional monitoring and feedback will be implemented monthly for each teacher's classroom to ensure that forty percent of all students who have both fall and spring 2009 reading MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Reading MAP test.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
<b>The principal will schedule administration each week to visit classrooms.</b>	<b>Dr. Tracy Hall</b>	<b>8/08</b>	<b>Administrators will use written forms to document effective instructional practices by completing an observation once a month per teacher using the Learning Focus rubric and will do follow-up conferences for areas of concern. These forms will be kept by the principal.</b>
<b>The principal will meet weekly with administration to debrief on instructional practices by teaching staff</b>	<b>Dr. Tracy Hall</b>	<b>8/08</b>	<b>The minutes and agendas from these weekly meetings will be kept by the principal.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1:**

By April 1, 2009, 100% of core content teachers will be given an opportunity to participate in a series of focused professional development opportunities to ensure that forty percent of all students who have both fall and spring 2009 Reading MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Reading MAP test.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide training to teachers to use research-based instructional practices in reading and writing, such as Learning Focused.	Assoc. Supt. Dr. Kathy Howard	July 2008	Teachers will continue to be trained in a comprehensive school-based model that provides balanced achievement using research-based strategies to support learning. The research-based strategies are best practices which are driven by a standards-based curriculum. Learning is organized into units of instruction. These best practice research practices include using: Essential Questions, Student Learning Maps, EATS, Summarizing Strategies, Accelerating and Previewing, Rubric Assessed Authentic Assignments, Teaching Higher Order Thinking Skills, and Differentiated Assignments. The school's instructional coach has received endorsement from the Learning Focused company to serve as a trainer. However, each district level content consultant has also been trained and serves as a resource to the school and the coach. Follow-up will be based on use of new knowledge and skills in the classroom.  Agendas, principal observations, training logs (Debbie

			Barron)
Provide training in core content areas (ELA, Math, Science, Social Studies) for best practices (e.g., inquiry science and teaching reading, and skill-based workshops)	Assoc. Supt. Dr. Kathy Howard	July 2008	Staff development training will enhance teachers' skills as they deliver curriculum in the classroom. Training will be delivered based on weaknesses found from local data analysis
<b>FOCUSED SCHOOL RENEWAL PLAN</b> <b>2008-09 School Year of Implementation</b> <b>District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement</b>			
			Follow-up will be based on use of new knowledge and skills in the classroom. Agendas, principal observations, training logs (Lynn Talton)
Train instructional coaches on effective use of assessments (Train the trainer).	Assoc. Supt. Dr. Kathy Howard	September 2008	Instructional coaches will be trained on effective use of assessments in the classroom. The training will address appropriate forms of formal (summative) and informal (formative) assessment. They will also receive training to design assignments that meet specific learner interests, abilities, and learning styles (differentiated assessments). The instructional coach will return to the building and train teachers in small groups – both interdisciplinary teams and content based groups.  Agendas, training logs (Dr. Kathy Howard)
Provide training for teachers on differentiated instruction.	Assoc. Supt. Dr. Kathy Howard	July 2008	The instructional coach will receive training at monthly Instructional Coach meetings on aspects of differentiated instruction. She will return to the school and train the staff through small groups – both interdisciplinary teams and content based groups. Training will specifically address issues of gender, collaborative grouping, learning styles, and skill level (as evidenced by RIT scores).  Agendas, training logs (Dr. Kathy Howard)
Provide professional development in the use of intervention strategies for at-risk students.	Assoc. Supt. Dr. Kathy Howard	July 2008	Professional development opportunities in the Framework for Understanding Poverty will provide teachers with skills needed to enhance instruction in the classroom. In addition, it will provide them with strategies on effective classroom management and in building positive relationships with both students and parents as we work toward increasing student achievement.  Follow-up will be based on use of new knowledge and skills in the classroom. Agendas, observations, training logs (Olivia Morris)



## Focused District Instructional Leadership Goal 2:

By April 1, 2009, 100% of appropriate school personnel will be given an opportunity to participate in data analysis and reporting professional development to ensure forty percent of all students who have both fall and spring 2009 Reading MAP scores will show at least one MAP performance level increase (e.g., correlations to PACT moving from Below Basic to Basic, etc.) from fall to spring on the Reading MAP test.

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide support to school administrators in utilizing MAP scores via Virtual Comparison Groups to make data-driven decisions.	Director Research - Dr. Jason McCreary	October 2008	VCG reports will be presented used by school administrators to diagnose student and teacher areas of strength and deficiencies in ELA and math. Disaggregation will allow administrators to pinpoint which subgroups and students need additional support. Staff will learn how to determine if a program is effective, who begins the year at a higher or lower level, and which teachers create exceptional student growth or failure.  Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.  School VCG reports and training agenda (Erin Tully and the Research Department)
Provide support for core content teachers in disaggregating and analyzing data to make department-wide and classroom level instructional decisions.	Director Research - Dr. Jason McCreary	October 2008	Dynamic Reporting Suite will be presented and used to simplify data analysis as a classroom tool to help quickly apply test scores to instructional planning and teaching.  Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.

			Agenda (April Hammond and the Research Department)
Provide support for school administrators, instructional leadership teams, and counselors to analyze and interpret school data via Ease-e.	Director Research - Dr. Jason McCreary	January 2009	<p>Ease-e is a data warehouse that allows one to query on a variety of data points (student demographics, student attendance, test scores, etc.). Training will be based on the local school needs and requests for data and decisions. Since the product or warehouse we use is in transition, we will not be able to train until the second semester.</p> <p>Onsite follow-up will occur to determine, as appropriate, how data are being used, how instruction has change, how learning has changed, and how interventions, instructional decisions or targeted strategies have been informed or implemented based on data.</p> <p>School reports and Agenda (Maria Sarria and the Research Department)</p>
Provide assistance to principals to monitor progress and assess gaps in outcomes.	Assistant Superintendents of Schools – Drs. Meekins, Peake, and Rogers and Mr. Hamilton	October 2008	<p>Working with the principal and ERTL, ongoing discussions and data analysis monitoring around student and goal achievement will occur.</p> <p>Onsite follow-up will occur to determine progress on implementing strategies from each goal.</p> <p>Meeting agendas (Assistant Supts. Of Schools)</p>

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**Academy of Math (AOM)** - a reader-friendly math intervention software solution that helps at-risk elementary, middle and high school students develop computational fluency. Using a patented methodology that incorporates an adaptive intervention engine and positive motivation principles, the Academy of MATH builds foundation math skills for beginner through to algebra-ready students in 10 skill areas that align to National Council of Teachers of Mathematics (NCTM) standards.

**Academy of Reading (AOR)**- an intervention software solution that helps at-risk students achieve rapid, permanent gains in reading. The Academy of READING uses a patented methodology with an adaptive intervention engine, skill mastery based on automaticity, and motivational principles to build fluency in the foundation skills of reading.

**Benchmarks**- Standards based teacher made test given quarterly to simulate state testing of PASS.

**English Language Arts (ELA)** – Middle school classes that focus on reading and writing the English language.

**Faculty Leadership Council (FLC)**- Made up of teachers, counselors and administrators, this group works to make academic and instructional decisions for the good of the school. The diversity of the group allows each department and area to be represented. At Lakeview Middle School, this team is synonymous with School Leadership Team (SLT)

**Greenville County Schools (GCSD)** - Lakeview Middle School is in this school district.

**Lakeview Middle School (LMS)**

**Making Middle Grades Work (MMGW)** – Southern Regional Education Board middle level initiative

**Measures of Academic Progress (MAP)**- state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

**Northwest Evaluation Association (NWEA)** - is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning. This is the company which provides the MAP testing that is used in the Charleston County School District.

**Office of Quality Assurance Team (DIF)**- This is a team of support personnel that are housed at Lakeview Middle School. They consist of a Curriculum Specialist, a English Language Arts facilitator, a Mathematics facilitator, a Science facilitator, a Special Needs facilitator, and an Instructional Coach

**Palmetto Achievement Challenge Test (PACT)** – The annual achievement test given by the State Department of Education in South Carolina to asses students achievement of state grade-level standards in Language Arts, Mathematics, Science, and Social Studies in grades 3-8.

**RIT**-- RIT stands for *Rasch UnIT*, a measurement scale developed to simplify the interpretation of test scores. This scale is used to measure student achievement and student growth. The scale is an equal-interval scale, like a yardstick in inches, so that a change of one unit indicates the same change in growth, regardless of the actual numerical values. RIT scores range from about 150 to 300. RIT scores make it possible to follow a student’s educational growth from year to year.

**School Leadership Team (SLT)**- Made up of teachers, counselors and administrators, this group works to make academic and instructional decisions for the good of the school. The diversity of the group allows each department and area to be represented. At Lakeview Middle School, this team is synonymous with Faculty Leadership Council (FLC)

**Southern Regional Education Board (SREB)** - Founded in 1948, the Southern Regional Education Board is a nonprofit, nonpartisan organization that works with leaders and policy-makers in 16 member states to improve pre-K through postsecondary education. Through many nationally recognized programs and services, SREB’s mission is helping states achieve the [12 Challenge to Lead Goals for Education](#).

**Springboard** – A rigorous curriculum developed by the College Board that enables teachers to align curriculum, instruction, and assessment to asses their students’ strengths and weaknesses and respond more flexibly to individual student needs.

**Student Growth Summary Report (SGS)** – A report derived from MAP data the displays term-to-term growth statistics summarized at the school level. Growth data is broken out by subject and grade, displayed in both text and graph format.

**Success Maker**- this program by Pearson, deliver standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners.

